

**SECRETARIAL NOTES
ON THE EIGHTH ANNUAL
CONFERENCE OF DEANS AND
ADVISERS OF MEN**

**HELD AT
THE UNIVERSITY OF MINNESOTA
MAY 13-14-15, 1926**



**PRESSES OF
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Secretarial Notes on the Eighth Annual Conference of
Deans and Advisers of Men Held at the
University of Minnesota

May 13-14-15, 1926

FIRST SESSION

The first session of the conference was called to order by the President, Dean Melcher, of the University of Kentucky, at 9:30 a.m.

Dean Melcher introduced President Coffman, of the University of Minnesota, who welcomed the visitors to the University and Minneapolis.

Dean Coulter, of Purdue University, was called upon by President Melcher to respond to Dr. Coffman's address of welcome.

SUMMARY OF THE WELCOME ADDRESS

President Coffman turned the "Keys of the Institution" over to the Conference, commented on the thorough preparation for our coming made by Dean Nicholson and extended invitation to attend the "Cap and Gown" exercises in the Armory, a ceremony to distinguish scholastic achievement. President Coffman then sketched briefly the origin and rapid growth of the office of dean of men. Its importance lies, he stated, in the necessity existing in the larger institutions for looking at questions from the students' viewpoint, for serving the personal needs of the students, and for providing liaison in the strategic position between faculty and students.

SUMMARY OF "RESPONSE" BY DEAN COULTER

There is grave danger of universities becoming a cog in the great economic machine; that they will devote themselves very strenuously to teaching the art of making a living on the part of the students instead of developing the high art of living.

There is great need in the country for men of higher ideals and more unselfishness than those of the past.

Young men are meeting greater tasks than ever before presented to the world. Unless they have purer vision, unless they have higher courage, more lofty ideals than their fathers, the world will suffer in the coming generation.

Back of all standardization, back of all these endeavors to get mass production in education, there lies the individual human being whose needs must be met, whose ideals must be stimulated. The work of Dean of Men is to send out men with better, truer and more lofty ideals. He is the most influential force upon the campus if the importance of the work be realized by him.

DISCUSSION ON FRATERNITIES

There followed a series of four twenty minute reports on the general topic of Fraternities, with a period of discussion for each report.

Dean Dubach, of Oregon State Agricultural College, opened the discussion with the following paper on

FRATERNITY SCHOLARSHIP

Fraternity scholarship can be aided and developed by inside forces and outside encouragement. Most important in producing results is what I sometimes term "the inside workings of a house." Among these inside factors the following are important:

I. INSIDE WORKINGS

A. *Spirit of the House.* In occasional organizations there exists a spirit that compels scholastic success. A house gets what it expects. If a genuine spirit of scholarship prevails, men dare not fail.

B. *Leadership.* If the officers are big and scholastic attainment is dominant in their ambitions, a house will follow that leadership. Weak leadership cannot beget strong scholarship.

C. *Pledges.* Where character and scholarship are placed ahead of or at least on a par with athletic and social attainment in pledges, a house has made the first step to scholastic success. It is impossible to build a good fraternity from poor material.

D. *Pledge Life.* Unless scholastic attainment is demanded prior to initiation, it will be difficult to produce results afterwards. Therefore, the pledge period should be long enough to permit and compel the pledge to produce consistent scholastic results. Too early initiation often ruins an otherwise good man by a feeling of having attained.

E. *House Machinery.* The house organization and machinery for the supervision and aiding of pledges should be simple but effective. These should provide for study hours, an analysis of capabilities of pledges, supervision of extra-curricula activities, and provision for failure to attain. Incidentally, these rules should prevail as to initiated men as well as pledges.

II. OUTSIDE FORCES

A. *National Organizations.* The national organizations of fraternities can be and have been in many instances, a genuine aid in bringing about scholastic results. Better results would be possible by mutual coöperation with these bodies. If the national required a grade average before initiation equal at least to the student body average of the institution involved, it would be a great aid to better beginning of fraternity life. Furthermore, the national organization could be of great aid if it made discipline easier and compulsory for persistent failure in scholarship.

B. *Advisers.* Alumni and faculty advisers can be of great stimulus by frequent visits and occasional talks. Many times they are able to get closer inside contact than regular college authorities.

C. *Regular College Authorities.* Whatever the college authorities may attain, their work is usually less effective than the fraternity itself, and is best where it can be brought about through the fraternity machinery.

Among the aids suggested are:

1. Sane pledging rules.
2. Requiring scholastic attainment before initiation.
3. Scholastic requirements for the fraternity as well as before initiation.

After initiation they can aid by:

1. Publishing grades.
2. Fix automatic probation for chapters failing.
3. If failure is chronic, insist that the cause be rooted out, even to the extent of dropping members or suspending chapters.

The next paper presented was by Dean Goodnight, of the University of Wisconsin, on

FRATERNITY HOUSE INSPECTION AT WISCONSIN

When the S. A. T. C. came upon us in the summer of 1918, the University rented a number of fraternity houses near the campus as barracks for the student soldiers. The women's dormitories were also requisitioned for the same purpose, and in order to house properly the women who had thus been dislodged, other fraternity houses further back from the campus were leased to become, for the time being, women's houses.

When the Superintendent of Buildings and Grounds, then ordered a force of his workmen into these fraternity houses to get them ready for the new purposes they were to serve, it was discovered that many of them were in bad condition, constituting a genuine fire menace. In some cases the plumbing was old, leaky, and allowed the escape of sewer gas.

Such matters were speedily rectified at the time, and when, in January, 1919, the houses were restored to their owners, the latter had the satisfaction of receiving many of them back in better condition than they had been in recent years. At least, fire hazards had been removed, and plumbing put in good repair.

In the course of the following year, however, the Superintendent and the Business manager brought to the attention of the Regents the facts presented in the foregoing paragraphs, and the Regents, realizing that not all fraternity houses had been taken over by the University, and furthermore, that those which had been renovated would probably be as badly neglected in the future as they had been in the past, unless measures were taken to prevent it, adopted a resolution requiring an annual inspection of all fraternity and sorority houses and a report of the findings. Since there was a lodging house inspector employed by the office of the Dean of Men to keep a list of approved lodging houses for men, we were naturally asked to carry out the inspection of the Greek letter lodges. We are unable, therefore to claim any credit for the inauguration of the policy, which is, I am sure, working out quite beneficially for the groups.

Our first inspection was undertaken during the winter of 1920-21. Realizing that the lady who was to do the work was hardly competent to judge of some of the more technical matters, I invited the City Building Commis-

sioner to send the City Plumbing Inspector with her on the tour and this he readily did. The inspectors agreed to focus their attention upon five matters:

- (a) cleanliness, especially of kitchens, pantries, and basements,
- (b) adequacy of toilet facilities,
- (c) condition of plumbing,
- (d) lighting and ventilation of sleeping and study rooms, and
- (e) means of exit from upper floors in case of fire.

They found much to be criticised in the way of carelessness. For example, by referring to our first report, I find the following sentences: "In general, the basements are poorly kept, even where no special mention has been made of this fact. There were only three houses whose basements were as clean and orderly as they should be.

In addition to this general carelessness, there were numerous criticisms of a more serious nature, and these the inspectors took pains to point out to the occupants, advising a repair here, a thorough cleaning there, and a bit of remodeling somewhere else. For example, ashes were piled under a wooden stairway or around a wooden post, or waste paper was deposited near the ash heap. In a few cases conditions were found contrary to law, e.g., third floors occupied but no fire escapes.

The inspection was not popular with the Greeks at first. They were Missouri Greeks. And there were also English Greeks. They regarded their houses as their castles, and they wanted to know who in thunder had a right to come snooping around their kitchen sinks and prowling into their atticks. I had to give the inspectors documentary authorization to carry on. Indeed, even now, after the inspection has been carried out for six years and is no longer a novelty, there are always a few houses in which the inspector, dropping in unheralded, is not greeted with effusive politeness by the underclassmen who happen to be on hand. As a rule, however, she is well received and courteously treated, especially if older men are present when she comes, for they have learned by experience, I imagine, that inspectors are very human, and that courtesy at such a time is very likely to be reflected in the report, and the report has come to assume quite a bit of importance in their eyes.

Now that is an asset which escaped us completely during the first two or three years. We didn't realize what a powerful incentive to good works we had within our reach. While the first inspections were probably fully as thorough as any we have made since them, and probably did quite a little good, our reports were much condensed affairs, they were submitted to the Regents only, and probably accomplished vastly less than they might have done, had we known what we now know about making use of them.

About four years ago, it occurred to me that it would be no more than just to send to each chapter a copy of the report on its house which we were submitting to the Regents. If the report praised them, it would encourage them in continuing their good work; if it criticised them adversely, they had a right to know it, and to know why. "What more could be fairer?" as one of our local celebrities remarks on all occasions.

Prior to that time, we had simply listed those houses which were found to be in fairly good condition and submitted a brief adverse comment on each of the others. In the year 1922-23, however, we undertook the classi-

· fication of all sorority houses into two groups, better kept and not well kept, and we carried out the same grouping with the fraternity houses. We then gave a brief paragraph of comment on each house and sent the report to each chapter. We began to get action immediately. Indignant youngsters began to drop in to know why their house was not in the upper group, when it was in just as good condition as some that were there. Patronesses of sororities began to call up and protest that there had been a catty discrimination against their houses. And then we began to realize that we had found a means of getting results.

Each year since then we have listed all houses alphabetically and given a paragraph on each, bestowing both praise and blame wherever warranted, and have deliberately graded each house A, B, or C. Then we sent the reports not only to the President, the Regents, the Board of Visitors, City Building Commissioner, and City Fire Chief, but also to the chapters, to their local alumni advisers and to their national officer. This last move was the best lead of all. The national office usually lets its Wisconsin chapter hear from it at once, praising it for a good report or criticising it for a bad one. The ubiquitous traveling secretary who comes to see me so often frequently has a copy of the report, and if he hasn't, I give him one. It gives him another angle of approach to his chapter. And now, as a result, largely, of these outside reactions, the chapters are beginning to pay very considerable heed to that report and (which is of more importance) to the condition of their houses! It frequently happens now that when I am invited to a fraternity house, I am proudly escorted to the attic to behold forty trunks carefully racked up in tiers along one wall, the floor clean, a discarded parlor rug carefully laid so that the men may pack and unpack neatly, and not a piece of broken furniture, not an old newspaper or a rag in sight. Or I am shown through the kitchen, pantries, store rooms and basement, where ash, paper and garbage disposal are faultlessly provided for.

This is, of course, not true of each and every house. Some are still careless, especially newer groups who haven't solved the problem of good housekeeping. And occasionally, a house slips back from a higher grade to a lower one, as some new and less diligent and efficient house manager succeeds a more experienced one. But on the whole, the improvement in the last four years has been marked. In 1922-23, 40 per cent of the houses inspected were graded A; in the following year, 49 per cent, last year 56½ per cent, and this year 65 per cent. Four years ago, 13 per cent were graded C; the following year 2 per cent, last year 3½ per cent, and this year 2 per cent, viz., two houses out of a total of 85. Sometimes we take occasion to gather useful information through the inspection and to make in the report pertinent suggestions on other matters than housekeeping, as this year when we inquired the capacity of each house and the actual number of occupants of each. We then pointed out that only 70 per cent of the space in fraternity houses was actually occupied during the first semester. We left it to them to determine whether this uneconomical condition was due to houses that were too large or chapters which were too small.

· While I am convinced that the inspections and the semi-publicity of the reports have brought very beneficial results at Wisconsin during the last four years, I am fully aware of objections which may be successfully urged against it.

In the first place, there is of necessity a certain accidental quality inherent in the inspection as we carry it out.

The other objection is a much more serious one. When a group in an old house receives a grade of B, it immediately ascribes it to the fact that the house is old and sets up a cry for a new mansion. The boys fondly imagine that a grand new house will bring prestige, added numbers and consequent financial prosperity which will enable them to carry the burden with ease, and do not learn until it is too late that the proportion of men who can afford to pay high monthly dues is decidedly limited and that the competition for these men is usually keen.

But notwithstanding these two objections, I feel that the inspection of the Greek letter houses is distinctly worth while. It reduces or leads the students to reduce the dangers to their own lives and health through fires and disease. It helps, at least, to keep alive in their minds, the advantages of practicing the virtues of cleanliness and good order in housekeeping. And it stimulates in them a pride in the upkeep of their college homes which will, I trust, be a contributing factor in the proper maintenance of a great many well ordered private homes after college days are over.

Dean Bursley, of the University of Michigan, read a paper on

WHAT IS THE BEST TIME FOR PLEDGING? AND WHAT SHOULD THE FRATERNITY DO FOR THE FRESHMAN?

The questions "What is the Best Time for Pledging?" and "What Should the Fraternity do for the Freshman?" are very closely related. The fraternities say that if they are allowed to pledge their men as soon as they enter college they can be of assistance to them in finding themselves in their college life in helping them to get acquainted, in helping them to make good in their studies, in supplying them with a college background and in setting them examples of right conduct.

I am not agreeing to all this but these are some of the points which the fraternities make. They also say that they will help the Freshman place the proper value or relative value on the various activities of college life, including in these activities; scholarship, athletics, dramatics and work on the college publications, and in student organizations.

Now these points may be true: It may be that the fraternity can do these things for the Freshman, but as a matter of fact, how many fraternities do them. I think that there is considerable doubt about the facts bearing out these claims. I believe that it would be to the advantage of the Freshmen, the fraternities, and to the college as a whole to have some form of delayed pledging, and by delayed pledging I do not mean delayed for only two or three weeks. To my mind that would be worse than to continue as we are. At the present time our fraternities begin to pledge their men as soon as they come to college.

One great advantage of delayed pledging is the possibility of a more normal selection of membership. As it is now, it frequently happens that a boy is met at the train and taken to the fraternity house and kept there until

the pledge button is placed on him. He has been recommended by some alumnus or group of alumni, or he has on a good suit of clothes. After he is in the fraternity house it may be absolutely impossible for any other group to get hold of him. If a fraternity happens to be rushing a boy who is being sought after by a number of other groups, they will not drop him, whether or not they particularly like him, as they think there must be something in him they haven't seen, and they feel they must pledge him before some one else does.

I should like to see pledging delayed until about the first of May, with initiation postponed until fall, with a requirement that a boy could not be pledged unless he had made a satisfactory scholastic record the first semester, and that he could not be initiated unless he had continued this record for the second semester. This would undoubtedly relieve the fraternities of many members who develop into liabilities rather than assets. Now a boy manages to get by in his work the first semester and is initiated. He sees no necessity for further effort and lets go and falls down. He is dropped from college, many times never to return, and has no particular interest in the group nor the college. If he completes a year with successful grades, before initiation, the chances of future failure are much reduced.

Another point which I believe should be mentioned is that delayed pledging such as I have described would tend to lessen to a certain extent at least a form of snobbishness which exists in some instances. We have all seen freshmen, who, having been pledged as soon as they came to college, have an exaggerated idea of their own importance. They have been made a great deal of and naturally feel that there must be something about them which makes them a little bit better than the other fellows who have not been selected. This creates a natural feeling of resentment on the part of a number of freshmen, which I believe would be done away with by delayed pledging. Of course, the reply to this is, if the selections are not made until the end of the Freshman year, the fellows who are not chosen at that time will be much more disappointed than they are now, for now they may feel that they have been left out because they were not known.

Another objection to first semester pledging is one that you are all undoubtedly familiar with. It is the practice which nearly all fraternities have of literally forcing their Freshmen into some form of college activity. These pledges are told that they must do this or that for the fraternity. With us, a Freshman is not allowed to take part in any activity during the first semester, and in the second semester is given permission only if he has received one mark of "A" or "B" and nothing less than "C", but at the same time as a result of this pressure, these boys, in many instances, try out "unofficially," often with sad results to their scholastic work.

I have recently made a study of the grades received by fraternity freshmen. In about two-thirds of the instances the marks received by pledges living outside the fraternity houses were higher than those obtained by freshmen living in the house.

We do not count the pledges in making up our Scholarship Charts, unless their marks are high enough so that according to the rules of our Interfraternity Council they are eligible for initiation. These rules call for eleven hours of "C" grade, corresponding to 70, the semester they are pledged. (The normal load is fifteen hours.) If they do not make them, they must

make thirteen hours of "C" grade the next semester. If they fail in that, their pledge is null and void and their pin is taken away. They cannot be repledged until they have made fifteen hours of "C" grade in one semester.

The biggest disadvantage to delayed pledging, as I see it, is the possible development of a spirit of dishonesty due to sub rosa pledging. There is no question but what that is a real danger. Each fraternity believes that so far as its members are concerned, every one is perfectly honest, but that every other group must be looked at askance,—that they are not going to play the game. Therefore, in order to be on equal footing, this particular fraternity must play according to the same rules and pledge before the assigned time. The alumni are charged with being responsible for this condition in certain places where delayed pledging has been adopted. That is, it is said that the alumni talk to the freshmen and get them "sewed up" so to speak, so that when the time comes, they are ready to say "yes" when invited. The alumni have been charged with a great many sins of omission and commission and here again they are charged with possible unfairness in the selection of members of the fraternities. If these charges are true, I can only say "God protect us from our alumni."

I am not in favor of second year pledging at Michigan, at least, because under such an arrangement the fraternity houses would be only partially filled during the first semester. If the Sophomores were to come back to college with no fraternity affiliations, they would be obliged to go into rooming houses and our rules require that after a man has taken a room, he must keep it for at least one semester, so that if the men were not pledged until after the beginning of the second year, it would mean that they could not go into the fraternity house to live until the second semester of that year. On the other hand, if they are pledged toward the end of the first year, their fraternity affiliations will have been established prior to their return to college in the Sophomore year and they could go right into the fraternity house in the fall and be initiated at the convenience of their fraternities. Such an arrangement would give all the advantages of delayed pledging and at the same time would permit the fraternities to fill their houses for the full college year.

Dean Floyd Field, of Georgia Tech., next read a paper on

WHAT ARE SOME OF THE VALUES OBTAINED BY WORKING THROUGH THE INTER-FRATERNITY COUNCIL (LOCAL)?

What is our viewpoint? To do a job ourselves or to get the students to do the job? To provide a system made to order for monkeys and parrots or to direct the untried energies of the youth into working toward some great ideal and, in the process of doing this, developing him into a great leader, laying the foundation for the possibilities of a great leadership.

I believe the second of these viewpoints is coming more and more to be the correct one and to the second the students are reacting with greater interest than to the former.

From the second viewpoint there must be a group thru whom you can secure contact with the student other than individual.

The organized group of the Campus is Fraternity or Club. The Universal Fraternity is expressed through the Inter-fraternity Council, membership in which should be automatic for Nationals and for life and possibly non-voting representation for Locals. I am making this suggestion because of the official connection of the Local Council to The National which would not hold for a local campus council with Local Clubs and Frats having equal voice. The ideals and purpose of the club are not comparable with those of the Fraternity with its internal motive and its external national interest.

Hence, I submit to you without fear of successful contradiction, that the Local Inter-fraternity Council has within its grasp the power for leadership possible in no other group on the campus. With these preliminary observations then, we can consider as very vital the exercise of its powers on the campus.

A great deal of this work is, as yet, in its pioneer stage. Representatives of these Councils have met in Conference only for the past two or three years at the request of the National Inter-fraternity Conference. Last fall, 54 of these representatives met in New York.

The duties of a local council have, as yet, not been suggested or outlined except in what is known as a code of ethics which was adopted last year at this Conference. (See Fraternity Minutes) Many of these local Councils have no idea of their power or possibilities and either do nothing or waste their time over trivial matters which would not be noticed if they were occupied with a real job.

For example, one council President said he had nothing to do but see that each group rated properly with the girls, and one or two other similar things. They tried last year to adopt rushing rules and the faculty wouldn't let them until the other colleges in the State agreed with them so there was nothing more to do.

Now, I say the faculty is responsible if they allow a powerful plant of this kind to take root on the campus and go wild. You can't make it grow to suit you by force either unless you want a revolution and I believe the one man point of contact is the ideal way. One faculty man, closely in touch with the office of Dean of Men, the right man, gives a power in directing their activities that nothing else can. Two or three faculty men make it look like the boys were being driven by the faculty and in any crisis a difference of opinion of the faculty men themselves would cause a split in the group, whereas one man whom the students and faculty trust, who is not a disciplinary officer, will be a wonderful steadying power who can, unconsciously to the student, direct the policy of the whole council. Any matters of radical nature can be referred through this man to the faculty or Faculty Fraternity Council for suggestions or recommendations before final adoption.

This same faculty man can be visiting the individual frats, stress the importance of the key man being council representative as well as help in securing the full backing of the representative by its group.

This is a job for one man to dream about night and day and to be willing to allow several years for the fulfillment of his dream. A young man wants to see things done at once and is liable to flare up if he can't get the groups to go his way, while an older man has vision and grace enough to know that you can't drive people like sheep or cattle.

The local council is to the Campus what the National is to the United States only with closer contact.

The purpose of the National, this year, is to stress the following three great things:

- (a) Scholarship
- (b) Spiritual—Right motive
- (c) Sectional Relations

Hence, each Council should be working along, at least, these three lines and possibly others of special local interest.

(a) Scholarship investigation and report on what each group and the school is doing to promote scholarship with suggestions for improvement. Written report sent to each group, filed for later reference.

(b) Same for Spiritual life of the groups—Bible Courses—Discussion groups for life problems.

(c) Same for inter-relations among local groups and among colleges of State and section.

(d) Method of financing:

House
Table
Building

Following out these lines of work with the local council will result in

- (1) Raising scholarship of whole school.
- (2) Raising moral standards of the Campus.
- (2) Creating an interest broader than themselves.
- (4) A sharing of responsibility and pride in the success and achievement of the whole school.

SECOND SESSION

The afternoon session convened at 2:00 p.m., and was called to order by the President, as a

FORUM ON VARIOUS PHASES OF STUDENT WELFARE

The first paper presented was by Dr. Exner, of the American Social Hygiene Association, on

THE PART OF THE COLLEGE IN SEX-SOCIAL EDUCATION

What is the appropriate function of the university and the college sex-social education? If the sex factor is important in a harmoniously integrated personality and in social behavior, is it not imperative that the most wholesome attitudes, ideals, choices, and habits with respect to it be formed long before college? Surely this is obvious and I recognize the responsibilities of the agencies which deal with the younger years. But education, especially education which aims at character and citizenship must be continuous and progressive. As in all other aspects of education the college must build upon and carry further the education that has gone before. Even

after the home and the schools and all social agencies shall have come to function effectively in sex-social education, there will still be left to the college a heavy responsibility for its share of this educational task. Coming to college means for most students a new environment and new situations, relationships, responsibilities, and temptations. Many are for the first time away from home influences and restraints. It is their first taste of freedom. This has its dangers as it has its upbuilding possibilities. It means new adjustments—adjustments in personality and adjustments to new situations and relationships. In many of these adjustments the student's interpretation of the meaning of sex, and the corresponding sex attitudes and ideals which he has will play a powerfully determining role. It is a time when his working philosophy of life is being permanently shaped and when the sex factor is being adjusted for good or ill in that philosophy. With the progress of the college years, students come to look more definitely toward those things which give vital meaning to all of life and its strivings, namely, marriage and home making. Must we not take for granted that it is the responsibility of the college to furnish the facts, the interpretation and the inspiration which will aid students in making not only immediate adjustments but in preparing them to make successfully the important adjustments that are ahead?

The conviction that this is an important responsibility and privilege of the university and the college has been growing rapidly among educators during recent years and conspicuous progress has been made in translating it into practical educational efforts. It has been my privilege to be closely identified with this movement in the colleges during the past fifteen years and to watch its growth. At the beginning of that period most of the institutions which were giving any attention to sex problems were doing so on the pathological level. The educational efforts consisted most frequently of one or more lectures which vividly portrayed the dangers and horrors of the venereal diseases, on the assumption that the knowledge of these facts and the fear they were intended to evoke might serve to keep students from immorality. These talks are still sometimes reminiscently referred to as "the smut talks." There is no evidence that they accomplished to any great degree the ends designed. These measures came gradually to be replaced or supplemented by more positive though still mainly factual and physical teaching, being confined chiefly to the biology, anatomy, physiology and hygiene of sex. Such teaching came to be known by the term "sex hygiene" which today is still confused with the broader more inclusive term "sex education" or "sex-social education."

There began at this time a period in which special lecturers from the outside were brought into the colleges to address the students on sex subjects. To a large extent the treatment in these lectures was still extremely pathological or physical, while in others it was characterized by exaggeration and sentimentality. This period served its purpose, however, in bringing educators more fully to the conviction that the college has a responsibility in this field.

With the growth of the social hygiene movement, such teaching became gradually more scientific and emotionally and socially sound. There came also a growing recognition of the fact that such lectures brought in from the outside could be looked upon only as emergency measures, and that

the university and the college must come to incorporate this phase of education as an integral feature of the curriculum.

In the indigenous efforts in sex education the tendency up to the present time has been to relate it exclusively to the health program in the physical education and hygiene departments. Undoubtedly this tendency has been due to the fact that the task has continued to be conceived of largely in terms of health and disease, and also because delegating the responsibility in this way seemed to be a convenient way of meeting this obligation on the part of the institution. A considerable number of institutions developed this work helpfully through the physical education and health service insofar as it seemed pertinent to them. In a few institutions the directors of these departments saw the wider bearings of sex in life, and went beyond the generally accepted limits of their departments in dealing with the broader personal, ethical and social implications of the subject.

The growing interest of university and college authorities and teachers, in the function of these institutions in sex-social education has now found practical expression in a comprehensive study of the educational problems involved and an effort to formulate suitable content and material for inclusion in the curriculum. In 1922 the annual report of the social hygiene committee of the Inter-fraternity Conference prepared in coöperation with the American Social Hygiene Association presented a tentative plan by which the colleges might more fully aid students toward sex-social adjustment and successful marriage and parenthood. The very favorable reaction of the presidents of colleges and members of faculties to this report seemed to indicate that the time was ripe for focusing the best thought of social hygiene specialists and practical educators jointly on this group of educational problems with a view to arriving at a practical program. The American Social Hygiene Association, therefore, made the following proposal to the colleges: (1) That each president appoint a faculty committee to coöperate with the Association in such a joint study. (2) That the presidents aid in the choice of a national committee of outstanding educators for the same purpose. The chief functions suggested for the local college committees was to make careful critical study of such tentative proposals as the American Social Hygiene Association might submit; to contribute all possible constructive suggestions; and to guide any experiments in sex-social education which the institution might undertake.

These proposals met with the most gratifying response. Two hundred and two universities and colleges, including most of the leading institutions, appointed committees. A national committee of fifty members known as the Collegiate Committee for the Study of Sex-social Education was also selected. It was planned to undertake two aspects of the study (1) The curricular aspect aimed at formulating sound and practical educational procedure. (2) The social life aspect, with a view to securing the most helpful guidance of the sex-social relationships of college life.

For two years the curricular aspect of the study has been under way. After arriving at an agreement on some general principles relating to social hygiene education, we submitted to the committees the program outlined in the report of the Inter-fraternity Conference as a basis for discussion. The studious attention given to the matter by the committees was most gratifying. The returns from the Collegiate Committee and the local committees were carefully studied and tabulated and the program was revised and

elaborated in the light of the criticisms and suggestions received. This revised plan is shortly to be resubmitted to the college committees for further critical study. But before doing so an important intermediary step has been taken in order further to assure the most expert judgment and aid for this important project. The subject matter outlined for integration in the various appropriate college subjects has been submitted to a considerable group of specialists in the respective fields—the biology material to biologists, the psychology matter to psychologists, etc. When these returns are in hand the subject matter will be again revised to incorporate the helpful suggestions made, before this still tentative program, twice revised, will be resubmitted to the college committees for a final review. When the further suggestions from the committees shall have been received the program will be once more recast preparatory to putting it into print to be made available to the colleges. I think it may be said with confidence that a plan prepared in this way for aiding the colleges in initiating and developing sex-social education as an integral feature of the curriculum, is likely to be of distinct value to many institutions. Indeed its probable influence is foretold by the fact that about twenty-five per cent of the colleges from which returns have been received have reported that they have already adopted and put into use certain of the suggestions made in the report.

It is intended that when the curricular aspect of the study shall have been completed the social life aspect will be taken up. A limited beginning as a basis for the broader study has already been made. In recent months a member of the staff of the American Social Hygiene Association has visited a selected group of about a dozen institutions for conferences with members of the faculties and leaders of student organizations to learn what are the problems in the social life of these institutions; how they are seeking to meet them; and what their suggestions are for more wholesome direction and guidance of the relations of men and women.

Without attempting to go into the detail of the plan for meeting the curricular aspect of the problem, I may indicate its three outstanding features:

1. The integration of the appropriate matter relating to sex and reproduction in the various subjects to which sex has a natural relation, chiefly in biology, psychology, sociology, ethics, physical education and hygiene, the home-making sciences and the teaching of literature. Educators and social hygienists generally agree that sex education proceeds most normally when made a part of broader appropriate subjects. The material suggested for integration in these various subjects is being outlined in some detail.

2. A brief course of introductory lectures for all freshman. While the plan of integration just mentioned is highly desirable, it will not meet the whole need. It will reach only those students who take these particular subjects and the teaching will not always be timely. Most students come to college with erroneous interpretations, unwholesome attitudes and much ignorance with respect to sex. They need very early in their freshman course the information necessary for their immediate guidance, and such interpretation as will help to correct attitude and formulate a life philosophy. The program outlines a course of lectures designed to assure this orientation and which will prepare the way for further help in the various courses referred to.

3. Preparation of upper class students for courtship, mating and home-making. It is suggested that the college offer to the upper classes an elective course dealing with the intimate relations of marriage and parenthood so necessary to be understood as a basis for successful adjustment and happy marital life. This course is outlined in some detail.

The sex problems in our social life are among the most complex, most difficult and most vital problems of our civilization. No group of problems challenges our scheme of education more forcefully. Those of us who have been for many years identified with the movements directed at these problems cannot but be gratified at the progress which is being made toward a better functioning of education in promoting a fuller realization of the constructive contributions which sex has to make to human life.

After a brief discussion of Dr. Exner's paper Dean Nicholson presented Dean Anne D. Blitz, Dean of Women at the University of Minnesota. Dean Nicholson in his introductory statement and Dean Blitz in her brief address stressed the importance and the fruitfulness of a coöperative spirit and relationship between their respective offices.

The second division of this session was a discussion of

STUDENT GOVERNMENT, IS IT REALLY FUNCTIONING?

Dean John R. Dyer, of the University of Kansas, initiated the discussion with an informal presentation of experiences at Kansas. The general tenor of his statement was confidence in students' response to responsibility and administrative values of leaving student leaders as free as possible to formulate their own policies. Dean Dyer's relation to discipline is one of interest, desire to have the fullest information, and little official responsibility; a share in the chancellor's thought but only the chancellor, and the Council share the responsibility. (This is the Secretary's interpretation of Dean Dyer's position, in the absence of a written record of his statement.)

Dean Armstrong, of Northwestern University, then read a paper on the same subject, as follows:

The more I look at systems and organizations in universities and out, the more I am convinced that the human element back of these is as important as the machinery. I believe that in talking about student government we must be careful not to talk about the machine to the exclusion of the driver, and perhaps even the condition of the roads.

I inferred from the statement of the topic that it meant student self-government but I do not believe that the discussion can be very complete without realizing that student government has several methods of approach, not a single one.

At least, two other forms of approach present themselves. One is the faculty or administrative government of students. The other is mixed government of students.

By this classification I refer not only to the tables or organization but also to the form which the government takes in actual practice. Theoretically, students may govern themselves. Practically, it may be government by the administration. Theoretically, administration (or as students call it "the university") may have a perfect system for control and government. Practically, the students may be doing largely as they please, with the university totally or nearly ignorant of what is going on.

In order to avoid incorrect generalization, I would like to use my university as a basis for a discussion of this question.

Conditions there are somewhat different from those in Kansas but human nature is probably much the same.

It may be well first to talk about student self-government. My answer to the question is that, at present, what student self-government we have hasn't much life in it. It isn't even the shadow of the name. It is more like the skeleton. We have, I presume, the common system. The *ex officio* members of the organization are the presidents of all classes, the presidents of the Y. M. C. A. and Y. W. C. A., the president of the Men's Athletic Association, the president and first vice president of the Women's League and the editor of the *Daily Northwestern*.

The elective members are two senior men, one senior woman, three junior men, two junior women, one sophomore man, one sophomore woman and one representative, each from the schools of Music and Speech.

Now, the aims of this organization are, I believe, without reproach. It aims to regulate student activities, maintain good discipline, preserve good traditions, voice the opinion of the students, and defend their interests. The last two aims are evidently aimed at faculty and administrative "Autocracy."

The aims are good but actually the Student Council supervises elections, and enforces, or attempts to enforce, the wearing of the freshman green cap. Its good intentions usually end with that result.

In effect, the Student Council makes good jobs for campus politicians and that's about all. I talked to the present president and he agrees that the organization is ineffective.

Without discussing this matter further right now, I would like to go ahead with a discussion of another method of approach, namely authoritarian government or government by the faculty or administration.

We have on our campus another body known as the Board of Supervision of Student Activities. This board is composed of representatives from the various schools of the university and includes both deans and faculty men. Its purposes are practically the same as those of the Student Council. The difference is that it has complete jurisdiction over extra-curricular student affairs. It does, too, in practice, handle many cases and includes a membership of some able individuals. On the other hand it and other faculty boards are frequently looked upon by the students as arbitrary, viewed with suspicion, and, at times, nearly with contempt.

Now in reviewing the conditions surrounding these organizations, perhaps the observation is not amiss that another method of approach may be profitable. If authoritarian government in this day of youth's rebellion is unsatisfactory, and if parallel to that is an equally unsatisfactory experiment in student self-government, then perhaps a mixture may bring better results.

I am not stating that it is impossible for student self-government to bolster itself up a bit on our campus, or on your campus, nor even that

authoritarian government may not creak on for years to come if left to its own devices. I am saying that it is well for us to consider along with the other possibilities, the possibility of progressively sharing the problems of government by university and student.

In consideration of present conditions in college life the observation seems warranted that students are better acquainted with campus conditions than any-one else. They know pretty well what is going on and where the shoe doesn't fit. I believe their information and viewpoints are invaluable in college administration.

At the same time, I believe that the statement can be made with equal truth that even the best leadership of the campus cannot, without aid and training, carry certain loads of government. The manner in which our students have failed to operate their self-government system is an example in point. The failure of many honor systems is another. But is it not wise to get information and experience together—either by organization or practice in a coöperatively shared enterprise? I feel that such a method may increase the factors which tend toward success.

Some such proposal is being contemplated at Northwestern. A petition has been submitted by the students for representation in the boards which deal with student problems. They have requested full authority for certain other governmental functions. I personally believe that it is a situation highly charged with possibilities.

I still am aware of the statement which I made at the outset that the human element and the circumstances back of organization are as important as the machinery. I do not believe that we are in sight of an everlasting cure-all, but I am hoping that we can make present-day circumstances, and intelligent dealing with the men on our campus and more effective organization of governmental bodies coöperate in the more satisfactory functioning of student government.

Dean Armstrong, in answer to a question as to the effectiveness of control of drinking at Northwestern, said:

"I believe there is no problem in which it is more essential to have an adequate knowledge of the entire situation than in the problem of drinking. Without this information we are prone to administer the problem blindly and without intelligence. An instance of such unintelligence is the common practice of making examples of all individuals caught drinking.

"Frequently the boy caught is a first offender and not an anti-social individual. He may least require severity in the handling of his problem. To make an example of him is both blundersome and brutal.

"I believe the approach varies with the cases. Take a certain type of athlete for example. Often times these men go through a rigorous season under severe physical and emotional strains. When the season is closed, as an emotional release they sometimes, as they call it, "go off on a tear." To help these men is rather difficult. They are tight lipped about their personal affairs, are very impulsive and have a definite set of viewpoints. I have taken into confidence the Director of Athletics and a group of alumni and fraternity men. By concerted influence and by personal friendships they are able to do much that otherwise would be impossible. I feel that we have secured good results in many cases.

Another individual shows the contrasts in the problem. This is the young man who is rather effeminate and weak and takes up drinking because he

thinks it is a sign of manhood. He is not so difficult to handle and presents a different approach.

Dean L. I. Reed, of Iowa State Teachers College, presented a paper on

**WHAT STUDENT WELFARE FUNCTIONS CAN BEST BE PERFORMED
ON OUR CAMPUS BY RELIGIOUS AGENCIES**

Religious agencies have always been encouraged at the Iowa State Teachers College. Catholics and Protestants alike have been active in furnishing opportunity for religious worship and work and the Y. M. and Y. W. C. A. have been established on the campus for many years. This arrangement seemed to satisfy the various religious denominations.

Recently there has been a very decided movement by certain religious organizations to carry their work to the campus. The Wesley Foundations, the Westminster Foundation, the Catholic Student Organization, and the Lutheran Young People's Union are studying conditions and arranging to supply student pastors and helpers to look after the welfare, both social and spiritual, of the college students. Their purpose is to care especially for the students who are affiliated with their particular organizations. At the State universities and State colleges all over the midwest this movement has had a marvelous growth in a short time. Great churches and community purpose buildings have been erected, expensive programs have been put into operation and the movement is supported morally and financially by the entire church organization. We sometimes wonder if this movement has not been prompted from a purely sectarian motive, purposing to do all possible to hold its student membership in the church. This in itself is a worthy object and is, indeed, very necessary if the popular opinion is correct that the colleges are making students so broad minded and liberal in their belief in church creeds that the student is lost entirely to the church.

But is it wise to close to the student the opportunity to see and know religion as it pertains to and is interpreted by the different denominations? Is there not a better way to instruct the college student? The Y. M. and Y. W. C. A. have had this conception of religion. It accepts all protestant denominations in a unified and sympathetic relationship. Our local Y. M. C. A. has tried out with considerable success the stressing of college questions through discussion groups. The following topics are suggestive of the subjects discussed.

Topics:

1. What are we in college for?
2. Does our college give a fair chance to all?
3. How far are we responsible for other students?
4. Intercollegiate Athletics.
5. 100% Americanism.
6. How radical shall we be?
7. Honesty.
8. The College Man and his religion.

Many groups were organized with an attendance of from ten to twenty men in each group. The groups were led by selected men from the faculty.

Freedom of expression was sought and the men responded freely, giving in a very emphatic way their opinions and beliefs.

While the Y. M. and Y. W. C. A. do perform a large service and reach a great many students the judgment has been slowly forming in the minds of many in our school that an organization of this kind does not meet the needs or the conditions in our college today. Church organizations are playing a larger and larger part. Within the past two years we have seen on our campus at least four religious denominations making a definite effort to furnish religious opportunities to the student body. The Methodist Episcopal, the Presbyterian, and the Lutheran churches have purchased land and buildings just off the campus, and have established here student pastors and student workers with an annual budget of \$10,000 or \$12,000. They have organized their work through many departments. An outline furnished by the Wesley Foundation illustrates the various activities:

- I. Life service group in character work.
- II. Student Council.
- III. Book and Key, which is a group of picked students who meet regularly to study ways and means for Christian service.
- IV. Interviews.
- V. Delta Lambda Lambda Sorority.
- VI. Employment Committee.

Personally I am inclined to think that the colleges, and universities supported by taxation and enrolling 2000 students should look to a method of organization which will be universal in its comprehensiveness. All church denominations should in the college be united in a coöperative effort in bringing religion to the campus in such a compelling way as to attract, and satisfy the widest interests of the students in the question of religion.

During the past five years we have been experimenting with the problem of training the student body in religious understanding. We do not believe that any one denomination can satisfy all the demands of a large student body in its search for religious experience, or give the wide opportunities that a live questioning student body has in its search for truth.

We first tried bringing in representative men from all denominations both Protestant and Catholic to preach before our student body and helped to organize facilities for each church organization to meet and instruct its student adherents. This was done by bringing in bishops or other prominent church-men to address the students on Sunday afternoons and a twenty-five minute period was set aside one day each week and the pastors of the local churches were invited to come to the college and take charge of these meetings, to give instruction in church creed or carry on the discussions along any line they thought best.

This worked very well for a little while but the students felt that the Sunday services did not have the atmosphere of worship. The sectional meetings did not satisfy the students because they were not only interested in their church but were desirous in knowing about the other churches. The feeling prevailed that the pastor in charge expected his membership, as represented in the student body, to be loyal to their own church. Thus the arrangement did not meet the demand of the students seeking for truth or novelty.

To overcome the first objection—the lack of a worshipful atmosphere, the Sunday services, held for convenience in the afternoon, were given up and a regular Sunday morning service was established. This arrangement met with considerable objections from the local churches inasmuch as it interfered with their church attendance. This objection had been studied beforehand and by actual count in the various churches it was noted that less than five hundred students attended all the churches on any given Sunday. This being the case no objection could be raised against the college trying to reach the 2000 other students who did not go to church at all or attended only occasionally. With this situation before us a committee of 17 was selected representing all religious agencies in the college. This committee established regular Sunday morning services. Services were organized with prayer, choir, collection, and sermon—nothing was left out that was ordinarily expected in such a service. The Y. W. and Y. M. C. A. conducted Bible study classes just preceding the morning services thus supplying the need of a Sunday School.

It might appear now that the several church organizations and the student religious agencies of the college had provided for all that could be wished. But this only showed more conclusively that all these agencies should be unified and placed under a single administrative head.

Our college, represented by the committee of seventeen, is now working out this unified organization. The plan is to have a Federated Church headed up by a regular pastor with such student pastors as the needs of the institution itself demands. It has been estimated such a program can be started with an annual budget of \$16,000.

It is expected that the expense of the work for students will be partly met by the different church official committees of the state, and by the resident members of the organization.

The question arises is it possible to get the different churches to cooperate in this way? The committee thinks so and has much assurance from the authorities of various denominations interested. The argument for this arrangement is the complete unifying of the religious agencies represented in the college, the possibilities of being able to start at once and the great financial saving to all. The Wesley Foundation estimates it would save 40% of its present budget and relieve it of the additional burden of erecting suitable church buildings to take care of their work in the institution.

This scheme has been worked out and is in successful operation at the Michigan State College of Agriculture, East Lansing, Michigan. Members of twenty-four denominations are represented on the church rolls.

The committee of seventeen at our institution expect to follow a similar organization at our institution and those sponsoring the movement are very enthusiastic because of the success they have already achieved.

Without extended discussion the conference adjourned at 5:00 p.m. The supper hour was kept clear of any group program in order that those deans members of national fraternities might dine with their respective chapters.

THIRD SESSION

At 7:30 p.m. the Conference was called to order by Dean Melcher for discussion of

RELATIONSHIPS OF THE DEANS' OFFICE

Dr. Robert J. Leonard of Teachers' College, Columbia University, scheduled to report his study of "Various types of university organization and the dean's office" was unable to be present. In lieu of his paper the Conference requested Dean Culver of Stanford to make a statement concerning his work. Dean Culver's statement in summary was as follows:

My office stands in the gap between faculty and students. I have nothing officially to do with discipline. I handle loans and tuition notes, allocate dormitory rooms, and check up on bad checks. It may interest the group to know that we require scholarship for loans and that our interest in helping students with loans is represented by the fact that our president himself has recently donated \$500 to the loan funds.

Dean Culver expressed pleasure that the deans from the far West were able to join with our Conference and hoped that reciprocity would bring us together again, and in their territory.

Dean W. G. Hormell, of Ohio Wesleyan University, read a paper on

WHAT CAN WE DO FOR THE SOCIAL LIFE OF THE UNORGANIZED STUDENT?

My answer to this question is organize the unorganized student and then the social life will take care of itself. We began to discuss this problem at Ohio Wesleyan about three years ago when we had eleven national fraternities on the campus and three local groups, which provided group life for about 40 per cent of the men. Today we have twelve national fraternities and six locals, providing group life for about 58 per cent of the men.

One of our local groups of three years ago, called the Commons, was composed of young men many of whom believed that every man on the campus ought to have a chance at some sort of group life, and that social life in college is best obtained through group life. The Commons was loosely organized, and was willing to take any student of good character and earnest purpose if only he could be helped in his social and scholastic life. Foreign students were made welcome. A house was purchased to be used largely for club rooms and having a boarding capacity for about fifty men. Many students were attracted by this sort of an organization, and the membership roll ran up to sixty. They were so crowded that they began to discuss the possibility of unit groups similar to the parent group to be located in the same part of the city. But dissensions arose. Some wanted to go Greek, and some wanted to keep the ideal of the Commons. The two factions became so antagonistic that the house, was sold, the possessions divided, and a new local appeared on the campus bound for Greekdom.

The men loyal to the Commons notion reorganized, and rented a large third story room in a down town business block which they partitioned off into a club room, a dining room and a kitchen. Their membership again increased until they had about eighty men, some of whom were among the most influential men on the campus. A year ago they borrowed \$1000 to meet the cost of fitting out another large adjacent room. In this financial transaction they were backed by four or five members of the faculty. Just at this time they changed their name from the "The Commons" to "The Brotherhood of Wesleyan Men." This change was made because the College is hoping to have a large building for the men which might rightfully be called the Commons.

The leaders of the Brotherhood worked so unselfishly and so enthusiastically that many of the fraternity men encouraged them in their plans, and they also gained the respect and in some cases the coöperation of the fraternities. Two sentiments have characterized their work: "The college first" and "Group life for every man on the campus." Under their constitution any member may resign to join a fraternity; and some have availed themselves of the privilege. Many of the men have developed into high grade leaders, broadminded and tolerant. Their formal parties are beautifully conducted and socially correct.

We have just had a spring election. The Brotherhood stands for open politics and felt that every man on the campus ought to know just what the candidates stood for. They announced a meeting in their rooms, invited the candidates to be present, and all men grouped and ungrouped. I predict that this meeting marks the beginning of a new era in college politics in Ohio Wesleyan; for it was so great a success that they were asked to hold a second meeting in the chapel which all the men and women could attend. This meeting was also a success. It so happened this year that all the candidates were good men, and the Brotherhood made no attempt to instruct its members as to how they should vote—though it was the consensus of opinion on the campus, even among the fraternities lined up in two factions, that the Brotherhood held the balance of power. This organization now has a membership of ninety, and is planning, as did the Commons, to establish unit groups similar to the parent group, with the expectation of taking care of, at least, 150 men.

It can readily be seen that the Brotherhood will become one of the powerful factors in socializing the whole body of Ohio Wesleyan men.

Before I describe the other factors let me say that we have in college this year 1850 men and women, 1000 women and 850 men. This enrollment will be a constant for some time for we are limiting our freshmen class to 300 men and 300 women. Our problem then is to provide group life for 850 men.

The second factor which we shall have for providing social life for the men is the already existing seventeen local and national groups. This year these groups, independent of the Brotherhood, provided for 400 men, or about 24 per group.

The third and only other factor for providing groups is a system of freshman dormitories. An old estate belonging to the heirs of one of the early instructors in the college has been given to the Trustees for the location for the freshman dorms. This estate is in a different part of the city from that occupied by most of the fraternity houses, but it is

not too remote from the college campus. Sufficient adjacent land can be secured to provide for a large quadrangle and play ground. We must have, to start with, at least four dorms, each of 75 capacity. The money for two dorms is already provided though it will take some time to get everything lined up for their construction. Each dorm, estimated to cost \$150,000, will be a complete outfit, having kitchen, dining room, refrigerating plant, laundry, social rooms, a suite for a house mother,—all in addition to the rooms for the men. A Faculty-Student Board of Control will assign the freshmen who will be required to live in the dorms, and this same Board of Control will select a team of three or four men from the Junior class who will become the nucleus of the organization of each dorm. The success of the study life and of the social life of the freshmen will depend upon the leadership of these men. They must be selected with great care, and will conduct the management of the dorm with the understanding that affairs will be turned over as fast as possible to understudies selected from the freshmen. If the fraternities are unwilling to furnish upper classmen for the nucleus of the management of the dorm, the Brotherhood is quite willing to furnish them. Faculty advisers will be appointed for each dorm just as they are appointed for each fraternal group.

The work in the kitchen, the dining room, the laundry, and the care of the rooms can be done by freshmen compelled by need to work for wages.

The care of these 300 freshmen in the isolated unit dorms is a big problem. The leaders in the Brotherhood believe that ideal groups can be organized in these dorms, and that upper-class leaders can be found. Some of the men in the Pan-Hellenic Council are wondering if the fraternities will be willing to keep hands off until the end of the freshman year. All are agreed that we must have a period of education.

Already the Pan-Hellenic Council has taken one step which will make the solution of the problem easier. They have voted by quite a large majority, ten to one, to delay the initiation of the freshman until the beginning of the Sophomore year; but they still desire to pledge him at the beginning of his course. They can see no other way by which to protect their own interests. If the fraternities can be convinced that no freshman in his dorm life will in any way be prejudiced either in favor of or against any special fraternity, I believe they will be willing to postpone pledging also. This freshman dorm plan with junior advisers is being worked out at Williams, but I am unable to state with what success; and I have no doubt it is being tried in other institutions.

Theoretically we have disposed of the 850 men, the fraternities taking care of 400, the Brotherhood of 150 and the dorms of 300; but this state of equilibrium would not last after the first year. The fraternities would get about 150 of the freshmen who would thus continue their group life, but under different conditions; a certain per cent would drop out, and the remainder would pass on into the sophomore class to be cared for by the Brotherhood. The ideal arrangement now would be to have six unit dorms instead of four, which would provide always for the nonfraternity men and the 300 incoming freshmen; so that these nonfrats would continue in their own dorms until they graduated. And thus around each dorm there would grow up traditions which would make it attractive to the freshmen and which might make it difficult for the fraternities to pull them away. The Brotherhood could well cease to exist; the 50 freshmen in each dorm

would have better oversight, and the 25 nonfraternity men would feel less keenly the so-called slight of non-election by a fraternity.

After a very interesting discussion of Dean Hormel's paper the Conference adjourned.

FOURTH SESSION

The Conference in joint session with the Educational Personnel Workers was called to order for the morning session by Dean Melcher at 9 a.m. The presiding officer called attention to the topic of this morning as

SELECTION, ORIENTATION, EDUCATIONAL CLASSIFICATION, AND GUIDANCE

and spoke briefly in welcome to the personnel workers, noting the interesting fact that this was the first joint meeting of these two groups whose members were working toward similar objectives with dissimilar methods.

Dr. L. L. Thurstone of the University of Chicago was then called on to present a

REPORT ON THE AMERICAN COUNCIL OF EDUCATION PSYCHOLOGICAL TESTS FOR FRESHMEN

The service project of the American Council on Education to supply psychological examinations to the colleges has been very widely accepted. The project was started in the fall of 1924, with a psychological examination written by several authors. The tests were given in 121 colleges, and a brief report with norms for some of these colleges was published in two articles in the "Educational Record."* Since there seemed to be such a general call for this service project, it was continued. This year's list of participants includes 166 colleges and universities. The present report cannot possibly do justice to the extensive data that have been collected, but we can present here two sets of facts in which there is very general interest, namely, the norms of performance in the eight tests, and the average score for each college in each of the eight tests.

The 1925 edition of the examination contains eight parts, as follows:

1. Completion Test. Prepared by Prof. H. T. Moore, Skidmore College.
2. Arithmetic Test. Prepared by Prof. L. L. Thurstone, University of Chicago.
3. Artificial Language. Devised by Mr. Stuart C. Dodd, and submitted by Prof. Carl C. Brigham, Princeton University.
4. Analogies I. Adapted from Thorndike Intelligence Examination, Part I, Forms, D, E, N; by Glen U. Cleeton, Carnegie Institute of Technology.
5. Analogies II. Prepared by Prof. Lewis O. Anderson, Hibbins, Junior College, and Prof. V. A. C. Henmon, University of Wisconsin.

* L. L. Thurstone, "Psychological Tests of College Freshmen." *Educational Record*, April and October, 1925. All of these studies have been made possible by a grant from the Commonwealth Fund.

6. Number Completion. Prepared by Prof. L. L. Thurstone, University of Chicago.
7. Absurdities. Submitted by Prof. L. L. Thurstone, University of Chicago.
8. Opposites. Prepared by Prof. Carl C. Brigham, Princeton University.

The norms of performance for about 15,000 students in 55 colleges are reported in detail in the April issue of the Educational Record for 1926.

It is of some interest to notice the sex differences in the tests. In several of them, the women consistently do a little better than the men, and several other tests the men do consistently better than the women. Since there is, as far as the authors are aware, no loading of the tests to favor either men or women, these consistent differences in the means may be taken as fairly safe indices of sex differences. This is, of course, not the place to discuss the issue whether the differences are native or acquired.

The three best colleges in each of the tests are as follows:

In the Completion Test, the three colleges that rank highest are, in order of achievement, Cornell University, Wellesley College, and Dartmouth College.

In the Arithmetic Test, the three colleges that rank highest are, in order of achievement, Case School of Applied Science, Cornell University Engineering Department, and University of Alberta.

In the Artificial Language Test, the three colleges that rank highest are, in order of achievement, Mt. Holyoke College, Wellesley College, and Massachusetts Agricultural College (Women).

In the Analogies I Test, the three colleges that rank highest are, in order of achievement, Massachusetts Agricultural College (Men and Women, both in their separate and combined scores), Mt. Holyoke College, and Wellesley College.

In the Analogies II Test, the three colleges that rank highest are, in order of achievement, Mt. Holyoke College, Massachusetts Agricultural College (Women), and Dartmouth College.

In the Number Completion Test, the three colleges that rank highest are, in order of achievement, Case School of Applied Science, Cornell University, and Massachusetts Agricultural College (Women).

In the Absurdities Test, the three colleges that rank highest are, in order of achievement, Mt. Holyoke College, Wellesley College, and Pomona College (Women).

In the Opposites Test, the three colleges that rank highest are, in order of achievement, Dartmouth College, Mt. Holyoke College, and Wellesley College.

In a subsequent report, and with the aid of additional data which we cannot adequately present here, a study can be made of the differences between large and small colleges, the north and south, the east and west and middle west, the state universities and the privately endowed universities. Several other comparisons of this sort can be readily made on the basis of these extensive records.

It has not been possible with the facilities at our disposal to make similarly extensive studies of the correlation between the test records and the scholarship grades. Such studies are, however, being made by a number of individual colleges, and the reports will appear in the form of separate articles in the various educational and psychological journals.

Following Dr. Thurston's paper Dean Bradshaw of North Carolina spoke briefly on:

A PLAN FOR SELECTIVE ADMISSION TO STATE UNIVERSITIES

In general, the country over one third of the students entering College go through to graduation. This mortality leads to high teaching costs, teaching discouragement, and overloaded administrative agencies. Some results of this situation are ruthless and arbitrary grading, mass methods, and net loss to the students and all parties concerned.

Selection is not a new element in this situation. Students are now selected by high school units, high school guidance, and commencement orations urging unlimited college entrances. The real question is not selection vs. unlimited admission but scientific selection vs. present methods.

Our own experience is that at least three sorts of data are better indices of academic success than high school grades: finances, intelligence tests, and subject matter tests. A combination of these is better yet.

Selection through admission and rejection seems to be impossible for a state university. But we are now criticized for wastage, indifference and over-standardization. We believe, at least, that the applicant for admission and his parents are entitled to know what we know about the applicant's chances of success. We are now validating data.

Our plan involves the following principles:

We will *offer* an entrance test but *not require*.

We will *inform* the applicant of his position as regards probable success but will *not persuade*.

Objections to the general principle of guidance would not seem valid because we now guide through high school examinations. We cannot dodge our responsibility.

The real objection is whether college success is what it ought to be. We believe, even if it is not, the boy and his parents are entitled to know what it is. As the nature of college success is changed, measurements of fitness may also be modified.

Dean Johnson of Minnesota as discussion of the preceding plan, announced that for several years Minnesota had been working in this direction, and that for the last two years they had advised graduates of the "twin-city" schools as result of such tests. They avoided inferiority reactions by calling the test not intelligence but "college ability" test. Those making low scores were told they were not "bookish," and attention was called to the fact that their scores were low only in reference to college freshmen, but high when referred to the population as a whole. Results of such selective persuasion so far include; doubling the number of those passing engineering courses and preventing one third of the failures among twin city entrants that would otherwise have occurred.

Dean Coulter, of Purdue, under the heading of

ORIENTATION

asked a series of questions about the value of those programs included in such terms as "Freshman Week" and "Orientation Programs." He felt it might be possible to confuse by such intensive activities in the first weeks of college. He wondered whether it might be more advisable to simplify the

processes of entrance and avoid accustoming the freshman to a round of events, a rapid and superficial tempo of discussion, and an undue stressing of activities and generalizations.

(The Secretary's summary from brief notes.)

Dean Ernest H. Wilkins, of the University of Chicago, absent because of sickness, sent a written statement on

FRESHMAN WEEK

Bibliography. The most extensive discussion of Freshman Week is an article by Mary F. Smith, Recorder of Wellesley College, entitled "Freshman Week and the Registrar's Office," in the Proceedings of the Twelfth National Meeting of the American Association of Collegiate Registrars, 1924. Of two hundred and fifty institutions answering her questionnaire only six set aside a week for the orientation of freshmen. Details are given as to Freshman Week at the University of Rochester, Atlanta University and the University of Maine. Other articles are: E. H. Wilkins, "Freshman Week at the University of Chicago," in the School Review, December 1924; and J. A. Gannett, "Freshman Week at the University of Maine," in School and Society, January 3, 1925. Significant features of such programs are:

Registration. The number of registering deans should be ample. They should be preferably the regular deans if the staff is sufficiently large. In any case the number of students assigned to each dean for this initial registration should not exceed seventy-five and should if possible not exceed fifty. Prior to the registration each of these deans should have examined carefully the entrance papers of the students whom he is to register. He should have these papers with him at registration for reference if needed. The average registration interview should take about eight to ten minutes. Physical arrangements should be such that the entire class can be handled in an orderly manner. A system of appointments should be employed so that no student will have to wait very long and arrangements should be such that students while waiting may be seated and not have to stand in line.

Orientation Talks. It is of importance that in one of these talks stress be laid upon the opportunities and rewards for ablest students, such as honors courses, Phi Beta Kappa, and other honor societies, scholarships, and so forth. If the fraternity rushing season comes at the beginning of the year, special treatment should be given to the question of principles governing the choice of a fraternity. At Chicago, a leaflet on this topic is distributed before entrance to all incoming students. In connection with one of the orientation talks last year, Dean Seashore's Letter to Freshmen was distributed. Its reading was assured by the statement that exercises in elementary English would assume knowledge of its contents. It is of course possible and probably desirable to tie up the orientation talks in general with English composition in some such way.

A Visit to the Library. At Chicago last year this plan was tried for the whole class for the first time. At the initial registration each student received an exact appointment for this library visit. Appointments were so planned that ten students came together and another group of ten, ten minutes later. In the library each group went first to the catalog and circulation department and there not only saw the workings of the place but actually secured

their individual library cards. They were taken then to the reading room and the periodical room, then to the reserve book room, then to a technical departmental library, then to the rental collections. Each of these portions of the library was for the time being in charge of a designated officer who conducted each group through that portion of the library and made the necessary explanations.

General Welcome. At Chicago the University itself gives one formal reception to all members of the incoming class and to their parents. No university church service is held on the Sunday of Freshman Week but lists of the near-by churches with information are posted in several places and attention is called to them. The athletic department contributes to the week by providing an exhibition football game and exhibition tennis match. Broadly speaking, however, the most important part of the general welcome to the University is extended by various undergraduate organizations. The part which each of these organizations play in Freshman Week is carefully planned during the preceeding spring. Organizations participating last year were the Undergraduate Council, The Board of Women's Organizations, the Y. M. C. A., the Y. W. C. A., the staff of the Daily Maroon and some subsidiary groups. The events provided by these groups included informal parties for men and women, a tea for women, a dance, a musical, sightseeing tours through the University, a visit to the Art Institute, and distribution of a special number of the Maroon. The coöperative spirit of the undergraduates in this work has been admirable. Each year a point has been made of acknowledging individually the help given by each organization.

SPECIAL PROBLEMS

Control of Attendance

We have stated that attendance is required in certain events in Freshman Week and have kept a record of attendance. As a matter of fact between seventy-five and eighty percent of the class has been present through the week. We have not yet thought it necessary to apply any penalty in the case of those not present.

Rushing

At present our fraternities and women's clubs do their rushing at the beginning of the autumn quarter. The administration favors deferred rushing but does not yet think it advisable to institute such deferment. Rushing therefore goes on through Freshman Week. This, however, is not unmixed misfortune for while it detracts from the attendance at organized social events it means that nearly all of the rushing is over before college itself begins. Special requests to the fraternity men for coöperation in seeing that all freshmen in whom they are interested are present at the general University reception has met with a fair degree of success.

We have not yet at Chicago an adequate system of advisers. In theory such advisers should be available, one for each twenty-five or thirty of the freshman class, if possible. Such advisers could function effectively through Freshman Week. Each should get together his group of advisees and entertain them in such a way as to initiate a friendly acquaintance.

Student Entering With Advanced Standing

It seems clear after two years experience that the social events of Freshman Week should be extended to all new comers who are not freshman. We

have a great many such new comers, particularly at the beginning of the junior year, and the need for orientation and welcome applies almost as much to them as to freshmen.

Extent to Other Institutions

I have no list of institutions which now have or now plan Freshman Week but will note that inquiries regarding Freshman Week have been received and answered by me from many institutions, including the following: Alabama Polytechnical Institute, The Carnegie Institute of Technology, Grinnell College, Marquette University, Massachusetts Institute of Technology, Ohio State University, Washington University, Western State Normal School, University of North Carolina.

G. D. Stoddard, of the State University of Iowa, read a paper on

THIS YEAR'S EXPERIENCE WITH THE COLLEGE PLACEMENT EXAMINATIONS IN APPROXIMATELY ONE HUNDRED INSTITUTIONS.

Iowa Placement Examinations were designed in order to gain more specific knowledge about the mental and educational equipment of incoming college students. Hence their function is similar to that of the standard intelligence test but they serve additional purposes for which intelligence tests have not been adequate. The uses to which intelligence tests have been put in university administration may be summarized as follows:

- (1) To aid in selecting and admitting students.
- (2) To predict the type of work that a student will do in college.
- (3) To section classes for instructional purposes.
- (4) To give aid in deciding how much work a student can carry.
- (5) To deal more scientifically with students who have difficulty in college work or college orientation.
- (6) To give assistance in vocational guidance and placement.
- (7) To permit studies of intellectual levels in classes, departments and colleges.

It is to such problems as these that the results of the Placements Examinations are intended to apply. The technique, however, is somewhat different. The intelligence test leads to a single score, and although the content material of various group tests may be different, they are all supposed to yield a measure of the same thing. Moreover, it is not ordinarily feasible to split the group intelligence test into various sections in order to get a measure of the student's ability in any particular function. The principles underlying Placement Examinations have been well set forth by Dean C. E. Seashore. He States:

- (1) The examination will be devoted to a single field of knowledge; (2) it will differentiate between training in a subject and natural aptitude or fitness for the work; (3) it will be constructed in coördination with experts in each field; (4) it will ordinarily be conducted by the department concerned; (5) it will give adequate knowledge about the student's place and needs

in the course; (6) it will enable accurate sectioning on the basis of ability; (7) a series of placement examinations will lead to a composite score as significant as that obtained with the general intelligence test.

With these working principles in mind the following tests were constructed in tentative form: Chemistry Aptitude and Training, English Aptitude and Training, Foreign Language Aptitude and French Training, and Mathematics Aptitude and Training. Each examination consisted of four parts printed on single folder and required one class-hour. Complete directions were printed on each test, and administration and scoring were simple and highly objective. From the beginning all examinations have been sold at cost. The content of the examinations and the validity of the items chosen may be illustrated by means of the two language examinations. In French Training, Part One consisted of fifty words drawn systematically from Henmon's "French Word Count." Parts Two and Three covered points in French grammar, idioms, verbs, etc. The items were selected in accordance with the recommendations set forth by the Committee on Syllabi of the Association of Modern Language Teachers of the Central West and South. Part Four was a test of French reading comprehension. Part One of the Foreign Language Aptitude Examination gave a measure of the elements of English grammar with special reference to parts of speech, inflections and roots of common English words. Wilkins in his tests had shown this to be effective in predicting foreign language performance. The other three parts of this examination marked a new departure, in that skill in manipulating and interpreting Esperanto was employed as a device for estimating success with French or Spanish. Subsequent findings have shown this procedure to be of considerable value. In general the items in the examinations were chosen because of the experience of college instructors in the specific subject as to what constitutes material which still gives difficulty to college Freshmen. Thus items in a Training Examination are important when they represent knowledge essential to success in the course, and are at the same time the kind of information which the instructor feels is below the level of present instruction.

The Aptitude Examinations are kept distinct from the Training Examinations chiefly on practical groups. They are in reality intelligence examinations, but are more specific than the traditional intelligence tests. "They represent in part a selection from standard intelligence tests of those particular skills which one might judge to be most closely related to a particular subject. These skills are not necessarily innate. In most of the Aptitude Examinations a reading comprehension test in which the paragraphs cover material in the specific subjects is included, because ability to read with precision and understanding constitutes a real capacity or aptitude for the subject."

I do not expect the present audience to accept this demonstration of the validity of some of the Placement Examinations on faith. What has been done is the putting forth of a great mass of mental-educational raw material in the belief that the reaction of a large number of students in colleges and technical institutes to these questions, and the subsequent studies which spring from the data accumulated, will lead to tests of substantial worth. Preliminary studies are indicating that the Placement Examinations, in the light of criteria set up for standard mental and educational tests, show con-

siderable promise. The examinations range from 40 to 43 minutes in actual working time, and the obtained reliability ranges from .87 to .94. This indicates that the tests are measuring something with fair consistency. These computations were made from samples drawn from a single university (University of Iowa); and the range of talent is much more restricted than would have been the case if the sampling had been drawn straight through from the lowest to the highest coöperating institutions.

A great number of correlations have been obtained between first semester grades in specific subjects, such as English, Chemistry, and French, and the corresponding Placement Examinations. It is impossible to show these in any detail at this time, but the following averages are likely to be maintained:

	1 series (40 minutes testing)	2 series (80 minutes testing)
Chemistry	.50	.60
English	.55	.60
French	.60	.70
Mathematics	.55	.60
Physics	.50	.55

The 1924 series, i.e., the original forms of the Placement Examinations were given in 15 colleges, and 10,000 scores were reported. One of the most definite things brought out as a result of the various projects for that year was the possibility of high prediction of first semester grades. At Case School of Applied Science, 183 students were given Army Alpha, Thurstone's Council of Education Tests, and seven of the eight examinations in the Iowa Placement series as then constituted. Correlations were, respectively: .49, .62, .75; and partial coefficients indicated that only the Placement correlation would survive after scores in the other series were controlled. This is a result which might be expected merely because of difference in lengths of tests, inasmuch as giving the entire series of Placement Examinations in that fashion necessitated about 290 minutes testing. Practically, however, this difficulty was not encountered inasmuch as different departments give the examinations, and the results need only be combined by a central office. The figure of .75 is interesting because it implies a grading system more accurate than is sometimes found, and because it is somewhat higher than that ordinarily deemed possible through measurement of purely mental and educational factors. It is my belief that really accurate placing of each student with respect to his fellow-students will demand measures which take into account, in a direct and convincing fashion, the influence of character traits and of environmental conditions. The factor of individual, momentary variation is likely never to be controlled.

This leads to an interesting question: just how accurate prediction do we really want? We are, I take it, anxious to know what entering students are likely to do in the educational environment they are going to encounter. But there is no good reason why we should not change this environment, i.e., the methods of college teaching, as a result of further educational enlightenment and progress. Universities must take an active part in getting the best out of each student, instead of adopting, or perhaps continuing, the easy and fruitless method of early semester prediction plus late semester corroboration. The Iowa Placement Examinations are designed to be less a prognosis test than an educative procedure. "Their aim is not primarily

to predict academic success but to render its attainment more likely; that is, to give aid in the setting up of educational conditions such that sound principles of selection, class-sectioning, and curriculum organization may be more effectively applied to the securing of maximum effort on the part of each student." They give assistance also to the Deans of Men who must deal with students as individuals, and whose sympathetic understanding of student delinquencies or maladjustments is increased by more scientific knowledge of the students' capacities.

The foregoing considerations are primarily in the province of deans and counsellors; but a number of things remain to be done on the technical side. During the past year over 100 institutions have given the tests in one or more departments, and 30 of these institutions have reported various types of data. The total number of scores reported is about 30,000, varying from detailed studies to mere frequency distributions. The major types of information now available on the Placement Examinations are the following:

(1) Measures of central tendency and deviation for all colleges that have reported.

(2) The same measures for each of the four parts of each test.

(3) A difficulty-of-item count for every item in every test. These reports indicate number right, number wrong, and number omitted, and are for the most part on a sufficient number of cases to give a fair picture of what is difficult and what is not difficult for beginning students.

(4) Scores on identical students for various tests (as many as 8). Thus we are in a position to discover the relation between achievements and aptitudes for various subjects, and among the permutations here implied.

(5) First semester grades in subjects corresponding to the Aptitude and Training Examinations, and for many institutions, various grades and Placement scores on identical students. Thus we are able to compute such a relationship as that between Mathematics Aptitude and English grades. In some cases grades are numerical and fairly reliable.

(6) Various types of supplementary data: such as intelligence scores, High School Content Examination scores, Reading Test scores, difference due to number of years' study given to a subject—for example, the influence of Latin on such study—etc. The Modern Foreign Language Study has utilized the Placement Examinations and will make available additional material of a more special nature.

(7) Second-year grades are available for those who took the tentative forms of the Examinations in 1924, and of course at some institutions—at least at the University of Iowa—the complete records are kept of scores and grades. These will enable long-time comparative studies.

(8) The Society for the Promotion of Engineering Education has actively coöperated in the whole project, and various studies not yet reported are under way in connection with the problem of engineering student personnel.

(9) Some researches are being prosecuted to indicate precisely the place of these Examinations in the daily work of Deans of Men and various Personnel Officers. These will appear from time to time as University of Iowa theses. The first of these will be a Doctor's Dissertation by A. C. Lemon, to appear this July.

(10) To these may be added more theoretical studies on learning problems and on the nature of intelligence, inasmuch as the mental-educational

field of the student is rather extensively sounded by the complete series of Examinations.

I have taken the liberty of indicating the extent and the complexity of the project in this fashion, even though much of the ground is yet to be covered, in order to show what type of source-material we shall be able to supply at the University of Iowa to people interested in the problems of student personnel. It is our intention to work systematically on a number of them, but we are anxious also to have other agencies and institutions coöperate. The preliminary reports for colleges which participated in 1925 appeared in the March number of the Journal of Engineering Education. The averages and deviations there tabulated show the usual extreme variations from college to college. Students rather securely situated at one college would find themselves seriously deficient in another, and vice versa. In general, the students entering technical institutes were superior in chemistry, physics and mathematics, and about the equal of other colleges in literary subjects. There is no noticeable tendency for large colleges to be superior to small ones, or toward geographical selection.

A great number of correlations with grades have been computed, and they vary from low (.30) to suspiciously high (.95). The figures given earlier in this talk were averages. Some colleges reported the utilization of the Placement Examinations as diagnostic tests. This was especially true in English where some of the parts give a rather broad sampling of fundamental errors in grammar. A chief use of the Examinations has been for sectioning classes. Thus, three are formed in English at the University of Iowa—fast, medium, and slow-moving; (or as Dean Seashore says: the air plane, the railway and the ox-cart) on the basis of the two English Examinations. In Chemistry the service is even more valuable, for the Chemistry Training Examination furnishes an objective criterion for the evaluation of the Chemistry taught in high school. In the small high schools of Iowa, the previous chemical knowledge based on a year of high school chemistry, is an astonishing variable. In many cases the effect of high school training may be considered negative. The same condition holds for French and Spanish. Good grades in high school foreign language are only slight indication of ability in second or third semester college work. Placement Examinations in these subjects afford also a better measure of what the student really knows, and a better indication of what he is likely to do, than several weeks of laborious recitation and examination conducted by the teachers.

The value of Placement Examinations in the office of Deans of Men and Personal advisers is obvious. In this connection they may perhaps best supplement, or be supplemented by an intelligent examination. It is certainly true that some students have an aptitude for mathematics and not for French; that is, waiving argument as to the general or specific character of intelligence, or of the number of factors involved in one's theory of intelligence, it is nevertheless true that the mental profile as shown by results of various Aptitude Examinations is not regular. There are dips and peaks, and the Personnel Officer is able to take special account of them. The same unevenness is found in previous training and can be likewise capitalized.

Additional work on the Placement Examinations will make these instruments more reliable and more valid. As they increasingly become a better

measuring device, they will be able to fill a larger place in the administration of higher education. It is the aim and the hope of the group of people working on these examinations that the need and the demand will be clearly set forth by instructors dealing with college freshmen, and more particularly by college deans and advisers. For it is believed that in the work centering about student personnel and all that has come to mean in college administration, lies the greatest opportunity for desirable changes in the educational life of individual students.

After group discussion of Dr. Stoddard's paper, Dean Melcher announced the appointment of a committee on nominations, consisting of Deans Coulter, Clark, Bursley, and Nicholson, to recommend a place for the next annual meeting and to nominate a president for next year. The meeting was then adjourned for lunch.

FIFTH SESSION

The Friday afternoon session convened at 2 o'clock with Dean Melcher presiding.

There was a round table discussion, including the following topics:

- I. Unfinished discussion on matters brought up in previous sessions.
- II. Other topics suggested by at least one dean and not included elsewhere on the program:

- a. Liquor problems.
- b. Automobiles.
- c. Student accounts.
- d. Student loans.
- e. Foreign students.
- f. My most troublesome problem.
- g. The troublesome one per cent.
- h. What is the best point of view for discipline?

This discussion is summarized, in the main, by the following quotations:

STUDENT LOANS

Dean Ripley: Due to an act of our past Legislature I am willing to start this discussion because I have had some experience along this line. Last year the University appropriated \$35,000 to be loaned to needy students. They left no strings to it. It was simply money available for any student who came to the University of Arkansas to borrow \$400 for any school year whether he was a freshman, sophomore, junior or senior. We were, however, to add that a student could not receive any of this money until he had been here a period of at least five weeks and had made an average grade of "C." \$17,500 of this money was available last year and next year there will be an additional appropriation, making a total of \$50,000. All of the \$17,500 was loaned last year. What will be the results will be hard to tell. The student gives his own note signed only by himself. We require recommendations from two men from his home town. We also secure, if he has

not been in the university one year, statements from his high school principal and from his parents or guardian. We have had to take the loan away from a few students who fell down the latter part of the year. What I am interested in is the future of the loan and in seeing how well these are repaid. It is a question that can only be settled with time. I am finding now at the end of the year that several of the students who borrowed from this loan, a maximum of \$300, not needing the full amount, returned it. That shows they are not trying to acquire money except for a good use. The loan is, of course, only safeguarded by the character of the student. A committee of which I am chairman uses as much care in making loans as possible. We have turned down some students—not many. I would be pleased to learn of your experiences over a long period of years.

Dean Heckel: The University of Missouri has a loan fund of over half a million dollars. There is a special loan committee which sits on all petitions and we require as safeguard, life insurance. The maximum loan is \$300. We do not have a scholarship qualification, although a man's record is scrutinized and he must have a letter from his father or parent interested stating his willingness. Our record with the loan has been quite satisfactory and the only bad risks we have are with foreign students so that we practically refuse all such aid to foreign students unless they are safeguarded in some unusual way.

Dean Hormel: We are building up a loan fund. Three years ago the Board of Trustees raised the fee from \$150 to \$200. At the same time they decided, in order to make it easier for the poor student, to be more liberal in scholarships. They organized what we call the University Scholarship—half loan and half gifts. It is the half loan in which we are interested. That amount is about \$7,000 a year. When we first began the University took charge of the collection of this. The Scholarship Committee was not satisfied with the way in which they handled the collections. I ought to say that this loan bears 6 per cent interest. We thought that the interest would bear the overhead expenses in collection so we have a secretary whose duty it is to follow up these loans. We are making somewhere between 90 per cent and 95 per cent collections on them. I will get some definite statistics for the commencement report but we are very well satisfied.

Out of the loan this year we have loaned to the students over \$5,000. Much of this is short time loans and some of them are revolved two or three times during the year to take care of emergencies that arise for students. The fathers are generally asked to sign the note. We find that the foreign students are good risks. We haven't had any experience with the Filipino but the Chinese and Japs have been absolutely on the job and we have not lost a penny through them. The practice at Oberlin is practically identical with Ohio Wesleyan. We do not loan money to the freshmen and sophomores but give them money outright from the scholarship fund. They can make as much in a year as \$100 to \$200 if their work is all right. It does help to improve scholarship. The other point is that we do not charge any interest at all on scholarships but they are expected to begin to pay the year after they are out of college.

Dean Coulter: Information concerning other foreigners is desired.

Dean Culver: Out on the west coast I find that Hindus and Armenians are the ones I watch pretty closely. The Chinese are an A number one risk.

The Jap very rarely borrows money. I would like to know if it is the practice in other universities to sue on student loans. I am not in favor of the idea. It seems to me that the little money lost through a bad loan is more than made up by the feeling that ties the man to the University after he is out in the world where they are repaying their loans and even sending more than they owe.

Dean Hormell: May I make this statement concerning one lost loan? Two years ago one of our beneficiaries from this loan graduated. His loan became due within two months after he graduated. It was bearing 6% interest. I think we wrote half a dozen letters to that man and each letter failed but we kept on writing, changing the tenor of the letter, appealing to the man's good common sense and especially on this point, "You came to us in distress—we loaned you some money. There is another man now wanting that money in distress just as much as you were." That brought response—he is now paying it and the report in the office was that he would have the whole sum paid by the first of the next semester. We never sue.

Dean Field: Just this addition. At "Tech" we do not loan to freshmen—we loan to sophomores, juniors and seniors. They are allowed to sign notes with payment beginning three months after graduation, paying back \$10 per month. No difficulty is experienced in having loans returned.

Dean Bursley: In regard to Dean Culver's question, would say that we never sue for loans not repaid. After three or four years we cross them off the books if not paid by that time. In no case do we loan over \$200 in one year to one student. We have trouble with East Indians and South Americans.

THE LIQUOR PROBLEM

Dean Clark pointed out the difference in drinking between pre-war days and the present time—how students used to cover it up while now they are proud of it and like to be thought sophisticated. Questions he wished answered were:

What should be done with students who drink to excess?

Can you control what disciplinary measures you take?

Dean Armstrong: We have the same problem of which Dean Clark speaks and it is a rather annoying problem on our campus. I don't feel that there is any problem about which it is more important to know actual facts than this one problem of drinking. It is very easy to administer blindly and when you can catch the poor fool who is so blundersome as to get caught while his clever brother gets away with it. It is a problem which needs very close and intimate approach. I don't feel that we at Northwestern have pursued to the fullest extent the method we need to pursue. To take one situation, for example—the situation of the athlete—particularly the athlete who is a repeater in sports. Those fellows represent a particular type. They run to sports and seem to have different characteristics from the other fellows. They go after it because it is sort of an emotional release to "go off on a tear." I have taken into intimate confidence the Director of Athletics and groups of alumni and fraternity men, and they handle the problem by having individual men talk among themselves. They extract confidences a lot more readily. By concerted influence they attempt to get at the situa-

tion. It is not only a problem of administration; it is likewise a problem of association, and although one individual may not hear of another's part, some one in the group is going to get hold of it in a short time and, through that association, I feel, we have gotten results in several cases. There is the different problem of the boy who comes to college, believing it a stamp of manhood, and who wants to be known as a good fellow among the boys, to take little drinks. They make a lot of noise, carry on quite loudly and think they are little devils. He is not strong individually in fraternities, and I think this little sissy individual easier to handle than the athlete.

Dean Worcester: Most of you wouldn't believe it until you look on the map of the United States, but our location is only about one hundred and fifty miles south of the geographical center of the United States, quite a long way from southern Canada. We do have a local supply from Colorado Mining Camps which immediately surround Boulder and Denver. Drinking proportionately has been decreasing steadily since the Volstead Act was consummated. I think the attitude on the subject of drinking has had a lot to do with it. Practically all of our drinking is done by fraternity men, and I am a fraternity man too. We have gone to the fraternities through the Inter-fraternity Council. We say to those men: You know the law—you know the University rules on this matter of drinking—we expect your cooperation. We are getting it too. We send a man home if he is drinking in such a way he becomes conspicuous. Very frequently I know men who have been drinking on the Q.T. and in such cases I have frequently taken it upon myself to give warning. But we do have the power and exercise it freely.

Dean Clark: You will find that nobody drinks alone, that it is always with some one, a case of good fellowship, of being a good sport.

Dean Bursley: I think the situation is a little worse with us than with you all. First, I don't believe there is any nearer source of supply than we have. It is very convenient for the boys with automobiles to take a car and drive over to Canada, directly across the Detroit River. At this place there are large depots and stations. They get all they can consume over there and bring back the balance with them. We also have a great number of visitors known as bootleggers. Some do business and others do not. I don't believe that we are ever going to be able to eliminate the drinking problem. We have one or two rules—one is that any student publicly intoxicated shall be dismissed from the University. We have another rule to the effect that any student convicted of breaking the law shall be subject to University discipline. This doesn't necessarily mean that they will be expelled. Last winter we attempted to do a little something with the problem of liquor in fraternity houses—not that we felt that the fraternities as individuals should be treated differently from non-fraternity men, but that as groups they had certain responsibilities. We brought together the presidents of all the fraternities. Dr. Little talked with them and asked them to cooperate with him in eliminating the use of liquor. Between fifty and sixty general fraternities appointed committees and about half of the professional fraternities. We secured reports of the progress made in handling the situation. The discipline which the boys have inflicted runs all the way from warning to suspension. In one case a boy was suspended for about two months and suspension there meant he could not go into the

fraternity house for any purpose whatever. The only exception was made in case his father or mother came to town. I know of other cases not reported but I hope we can eradicate these and get the groups to play the game and do what we expect them to do. One time we all have trouble is at the time of the annual migrations of the football team when from two to five thousand students leave Ann Arbor for these games.

We are doing all we can in trying to build up a feeling in the student body that it is not the smart thing to get drunk.

The report of the committee on nominations was then received. Dean Floyd Field, of Georgia School of Technology, was nominated for president of the Conference, and it was recommended by the committee that the Conference meet in Atlanta in 1927, in acceptance of "Georgia Tech's" cordial invitation. Motion was made, seconded, and unanimously passed that the committee's report be adopted.

Dean Field then made the following motion, which was also adopted:

"That we select several problems confronting the Deans of Men at their various universities for further discussion at Atlanta.

"That all information existing at present on these problems and all methods of solution be organized under the given problem, multigraphed and supplied to those attending the conference.

"That all Deans contemplating projects for the solution of these problems make known their intentions at this conference so that they may keep in touch with each other during the year.

"That in regular meeting when speeches are prescribed, an outline or digest of the speech accompany the speech for the use of the findings committee.

"That for informal meeting in which problems are discussed, some individual or individuals be appointed to record beneficial viewpoints and information on the subject."

At 4:00 p.m. the conference adjourned to make a campus tour. The goal of the tour was the Agricultural Campus. There the Conference was most delightfully dined by the young ladies of the Home Economics Department. After the dinner there was some more round-table discussion and much pleasant reminiscing and story-telling.

Dean Bursley asked the group to consider some making definite statement of opinion with regard to the matter of fraternity pledging and initiation. A resolution of that sort was proposed, discussed, and adopted by a large majority. The resolution follows in two alternate forms in view of the fact that after the Conference had adjourned the secretary found that he and Dean Bursley had different records and recollections as to the exact wording adopted. Both the following forms were written by Dean Bursley on the train after adjournment, with several other members collaborating. The first is Dean Bursley's preference. The second is more nearly in accordance with the secretary's record and memory.

I. Resolved, That it is the sense of this Conference that it would be to the best interest of both college and fraternity if pledging were delayed until about May 1, and initiation delayed until the following fall; and that pledging be dependent upon the successful completion of one semester and initiation upon the successful completion of one year of college work.

II. Resolved, That it is the sense of this conference that it would be to the best interest of both the college and the fraternities if pledging were delayed until after the student had successfully completed one semester, and

initiation delayed until after he had successfully completed one year of college work.

As previously stated the essential meaning of these resolutions was almost unanimously agreed upon and adopted by formal vote. After a most delightful and hilarious time the last social occasion of the Conference came to an end with rising votes of appreciation to our host, and to the members of the Home Economics Department.

SIXTH SESSION

Saturday, May 15. The Conference was called to order by Dr. W. V. Bingham at 9 a.m., as the final session of our Conference and the second joint meeting with the personnel workers. Dr. Bingham, as Director of the National Personnel Research Federation, expressed his regret that Dean Hawkes, of Columbia University, who had been invited to preside at this session, was unable to attend. Dr. Bingham then announced the theme of this session as "The Nature and Present Status of Student Personnel Work" and introduced the first speaker as follows:

Mr. Hopkins, Northwestern University Director of Personnel, has been spending part of his time making an inventory of the situation in fourteen universities. He has for several years been giving his attention to personnel problems, first in industry, in connection with the work of employment manager in the Pittsburgh works of the General Electric Company, later with the Scott Company, and for the past several years, Director of Personnel in Northwestern University.

THE PLACE OF THE PERSONNEL BUREAU IN UNIVERSITY ORGANIZATIONS AND ITS SIGNIFICANCE FOR PROBLEMS OF THE DEAN

By MR. L. B. HOPKINS

I think we all have the impression that there is a general movement on foot in the interests of individualizing education. I have sometimes felt that we gain that impression because we are so much in the work and that if we were able to get out of our own little job and look at education as a whole we might very well discover that what seems to be a general movement is actually something with which we are much concerned but with which others are not. As a result of this running about that I have been doing to these various institutions I am convinced of the fact that the movement is general and that there is an interest on the part of many different agencies in many different institutions to individualize education. I suppose we can take that phrase as a definition of what we mean when we talk about Personnel. It is an interesting thing that many people who are attempting this type of work in one form or another rather resent having the word "Personnel" applied to what they are doing. There are many concepts as to what personnel work really is. In some institutions they talk about Employment and Placement for Seniors just leaving, one effort in the field of Personnel. In other cases they speak of the effort to measure or predict success in terms of tests results, as Personnel.

It seems worth while, therefore, to spend a minute of our time in trying to define Personnel in terms that will be, at least, applicable to all situations

where the word is being applied now and consistent with theory that it has to do with individualizing education. In order to do that we must come back to the same time-worn definition that Personnel is a point of view and as a point of view it reaches into the field that comes in contact with the individual. The application of Personnel is one of the functions of Personnel. In industry, the manager of the Plant or the manager of the Company is an individual that we can visualize readily and understand that he is beset by so many problems that he needs to have his professional experts about him to help him on any given problem that involves their specialty. The Plant Manager must be concerned with the source of supplies of raw materials—with the manufacturing process, with the output, with the finance of the company—with all things that have to do with producing the things they are putting on the market. It is easy to visualize, therefore, why that manager needs some one in the organization who is particularly interested in the people at work in that organization and who brings to him the point of view of people at work in consideration of problems that seem to involve those very people. The same thing is true of the administrative body in an educational institution, although at times not as apparent.

There has been considerable discussion in this meeting of the so-called selective processes. I think Dean Bradshaw brought out the point yesterday that there has always been a selective process. The minute there is any limitation set up on selection on admittance, then there must be selection on some basis. Now the thing we are calling selective process today is apparently the application of a principle of selection involving something more than scholarship. In those institutions where there is sufficient or greater demand for admittance than they can possibly meet and that greater demand includes many people who have the scholastic requirements, then it is necessary to apply some additional test as to who shall come in.

It isn't my purpose to discuss the various methods of selection. If the plant equipment and the faculty group and the facilities in general are taxed to the limit, and there are no funds to increase those facilities, or it is decided unwise to increase them, then you automatically have the basis for selective process. Now what we ask from the personnel standpoint is that there shall be applied this Personnel point of view and that point of view demands primarily the basis shall be the ability to profit most by what the institution has to offer.

Now the point I want to make at this time is that whatever the problem arising in administration, it is highly desirable that there be some agency whose function it is to bring to bear on each the point of view of the individual. And I want to emphasize that in many situations there seem to be more pressing and more immediate factors to be considered and it is a simple thing for this point of view to be overlooked. This application of the point of view of Personnel is just as necessary in the arrangement for personal contacts or personal service. It would be quite possible to set up machinery which would be commendable and work satisfactorily except for the fact that it did not meet with the approval of the student body and any machinery that is set up and does not meet with their approval is going to have some struggle for existence.

The Personnel point of view demands in this personal service phase of Personnel that the opinion both of the majority group and the minority group shall be taken into consideration, shall be known to exist and be

appreciated and that as far as possible, the intent and methods shall be so presented to the student body that they will have an appreciation of what it is we are trying to do and why it seems desirable it should be done.

Professor Haggerty, last night, spoke of the numerous factors involved in the Personnel Research Program and named eight or ten in that field and then spoke of the curriculum and teaching methods as being outside of the field. I am sure I would have his permission to bring those back in the field of Personnel because there is nothing that has to do with education that presents a problem so vital to Personnel as do the purpose and content of the curriculum, the teaching methods and selection of the teaching force. In the research of which he was speaking, it is again necessary that care be taken in the conduct of that research and in the application of results, that the Personnel point of view be applied again. In that case, I think I can make the point more clearly if I speak of the need of a very human interest along with scientific procedure. It is difficult at times but always desirable and, I believe, always possible to so utilize methods of science as to gain objectivity, and at the same time, not in any way overlook or discount the need for a honest and lively human interest in the individuals. That interest is most necessary in all contacts with individuals and is highly desirable in any phase of research having to do with individuals. I think we sometimes find ourselves wondering as to the extent to which we may rely on the so-called objective methods and possibly question whether they not only do not furnish a better basis but whether they are not leading us astray. I believe that from the figures that Mr. Thurstone gave yesterday, as they are presented in the published account, it is possible to discover that those institutions who have the so-called best type of selective processes most frequently stand among the first three highest in the group in the tests. It would be reasonable to expect that if they have more highly selective groups, this would be true and it seems to me we are justified in concluding that the more carefully an institution selects, the more likely they are to get students who will make high scores in the test. We get such evidences as these of the success of test procedure. Unless we are careful, we run the chance of leading ourselves astray because we proceed to correlate test results with scholastic results and then we turn about from another standpoint and question the validity of the marking system and point out the impossibility of getting fine measurements by such process.

I assume there is no one in the room who believes I am opposed to tests and if there is, I would like to say, I am heartily in favor of tests. I believe we must apply again Personnel and say, at least, we are not sure of these seeming results we get but as long as we can satisfy ourselves that the results we are getting improve our batting average in the thing we are trying to do, at first by a purely subjective method, we can find therein justification for continuing the system and carrying on further research for discovering errors in methods we are using. These random places where the Personnel point of view may be applied are, I am sure, enough to bring out the point I want to make that personnel is a point of view rather than a system. If any of you will visit half a dozen institutions, you will find their systems differ radically, their methods are not very much alike and if one has time to give further consideration, they will find there is ample justification for different kinds in different institutions, I think we must

be careful not to strive too diligently to do things in the same way but to do them in the best way in our own situation. All concerned with any phase of this work as I have outlined it just now are certainly Personnel workers even though they deny the charge. The question arises, then, as to what excuse there is for such a title as I carry or such titles as many of you have. What is it that we are supposed to do? Obviously this job is far too big for any one individual on the campus. It can't be done at all unless by a sufficient number of people who are a part of the working organization of the institution. I think it is obvious to any of us as we work on our own jobs or observe others on theirs that the people who are doing this work are doing it at great inconvenience and sometimes ineffectively because they have no knowledge of what the other fellow is doing. That brings me to the last of these headings where I am trying to demonstrate the need for Personnel point of view and that is the coördination of work within one institution. It is not an uncommon thing to find that very complete records have been secured before a student is admitted, and whoever comes in contact after they are admitted starts again to get acquainted on a basis of record and personal contact. That is a perfectly simple illustration of the need of coördination. If those records would be made available to those who would have contact it would save a lot of time and a lot of errors. Those records also constitute composite records of entering classes but it is not too common to find those who are responsible for curriculum for freshman year analysing curriculum in terms of the material they have in the freshman class.

Those who are doing the research have not passed on their results to those who have the contact and those who have the contact look askance at those who are doing the research. The need for coördination is so apparent that I don't need to dwell on it more than I have than to state it is the primary function of that individual who is charged with Personnel work in that institution. I say "individual" and I want to point out that I would be entirely satisfied if you had a working committee to let the committee be in charge. The question of the place of Personnel in the institution certainly must be answered that it must be all through the institution and the place for the director is the place logical for the director on any campus and his title may be what you please—he may be the Chairman of the Committee, he may be the Dean of Men of the College, he may be the Director of Personnel or, in some cases, he may be the President of the institution, but it is his job wherever he is or whatever title he carries to see that all of the agencies of the work are brought together so they have a working knowledge of what others are doing and the relation of their own work to the work of others and, in addition to that, it seems this individual has the task of supplementing what is being done so that if there is a sag somewhere along the line he may be working in that particular spot bring the line up on the level with the two ends and thus advance the work as a whole within the institution.

I do want to emphasize the point that one man can't possibly do the job. If he must devote a major part of his time to any one thing, it seems he must devote it to spreading the idea or application of the Personnel point of view as far as possible throughout the organization; and certainly if the point of view of Personnel, the coördination, the assimilation of this point of view be assigned to one man, he will have a full time job and I believe

will make the greatest contribution to that thing in which we are all interested, namely, the best individual preparation for life.

The next paper was read by Dean T. A. Clark on

HOW TO OBTAIN PERSONAL CONTACT IN LARGE UNIVERSITIES

I think any one who expects to know individuals in a large institution must first have a desire to get this sort of contact. I have people come to me very frequently who say "I understand you remember names very well. How in the world do you ever remember names?" Then they want me to give specific directions for cataloging. One of the things that helps me is that I want to remember people's names. Interest in the individual and sympathy for the individual is going to help you come into personal contact—unselfish willingness to give yourself over to the other people and the helping of other people. I don't know how many of these qualities I have or how many I have been able to develop. One I haven't mentioned and one I think needed is that you must not take yourself too seriously. Most of those who do look as if they have been through the plague or have some sort of serious physical trouble. I remember two years ago Dean Coulter and I were coming out of a meeting where some serious people were congregated. Dean Coulter said to me: "You and I are the only two people here who don't take our work seriously." And perhaps that has been a great help to keep us reasonably young and with a little hair. I recall an instance of a young man whom I had met not more than three years ago as I was walking down Illinois Street. He came up to me and said: "Seems to me I seen you some place before." I said: "Well it's possible, I have been places before."

What do I do to make personal contact with 7,500 young men at the University of Illinois? First of all, to every young fellow who makes application for admission to the University, I send a circular letter. It is not a very conventional letter. I am not sure it is very business like. It is very friendly and I present certain things we can do and would be willing to do if he wants them done, for I have learned that advice you give people, even your wife, isn't always very kindly received.

We have a great many summer visitors—mothers who bring only sons down to get them well-located—and they always come to see me. I make a little note of things and have a little card. I do keep records—not only of the people who issue forged checks but occasionally of men who pay their bills because I am very glad to know some of the good things about these people. And so during the summer I meet considerable numbers of young fellows and those I try to remember and quite often succeed and occasionally "bowl" a man over when I meet him on the campus by being able to call his name.

I have been in the habit of going to the fraternity houses, and boarding clubs at our institution. I invite the fraternity pledges to my house the first week and I am also invited. They have always asked me to go and I meet the four or five hundred fraternity freshmen and I talk to them something like this: "I have been at the University long enough to know

you are Bob Worth's boy. I remember he came from Benton and you have joined the Delta Tau Delta. How does that happen?" So when I get through I have located dozens of people who were sons of my classmates or girls I used to run around with and I get a great many contacts in that way.

We take pictures of all of our freshmen. Those pictures don't help me very much except when I know a man's name and I try to remember whether it was this man or the other man I met. As the fraternities have asked me to do so many things for them, so have the churches, and I go to all pretty regularly—to the Wesley Foundation—to the Christian Church—to the Congregational Church and I have even spoken to the Jewish, the Catholic, and even the Baptist and also the Presbyterian. They all come up and shake hands with me and so one meets the real boys of the college—the religious boys—the bashful boys, at these various places and I try pretty hard to make conscious or unconscious association. I am invited to dinner at various social organizations.

It is perfectly easy to get acquainted with practically every man in the Fraternity house by spending an evening there because, doing as I do, I know two thirds of them anyway; and if I don't know who a man is I ask, so that before I get out of the house I know pretty much who is there and where he came from and to whom he is related and try to find out all I can about him. I even go to visit the sick. I presume I have seen more Surgical Operations than a great many doctors and the boy who is sick does not forget it nor do his parents forget it, and it is a contact I wouldn't give up for anything in the world. Since we have constantly from 35 to 90 people in the hospital, it is very easy to make a good many contacts in that way.

Mrs. Clark and I keep open house on Sunday afternoon. I belong to a great many organizations. Some one was telling me at a luncheon of a bright boy who said he had pins enough to cover two vests. I will go into competition with him, and I am sure I have just as many as he has. I take some of these organizations seriously but none of them too seriously. I belong to an international organization which takes in people of all countries, of all colors and all tendencies; I belong to a premedic organization and see boys at the house and at meetings. I believe in military training; I belong to Scabbard and Blade, and I am not much of a fighter either but it brings me in contact with a great many people. I am honorary member of the Chinese Club and some of the members are the most intelligent students I have ever seen.

We see at the office a great many men. I have three assistants. Ninety per cent of those we see are in no serious difficulty. I write personal letters almost every day to men who have had honors coming to them or to men who have had serious or sad experiences. Those letters bring personal contacts really worth while.

I try to develop no prejudices, to forget the thing unpleasant and dwell on the thing worth while.

Any one of you can make contacts if you want to, if you are willing to give time and sympathy and the attention and interest in the doing of them. Fortunately the administration has given me nothing else to do. I went home to the little country town where I lived when I was a boy and across the road was still living an old farmer who was more or less interested in me. "Teaching yet?" he asked. "Yes," I admitted, rather ashamed that I

had been on the same job so long. He asked me what I did and I tried to tell him. It is rather hard to tell what goes into the day. "How much do you get?" I divulged that truthfully. He said—"What a snap you have!"

To those of you who are trying to make these personal contacts, if I have made any suggestions that might make it easier, I am glad.

Dean Graber: This address proved very stimulating and inspiring to me. I have not been in the official position of dean long enough to know very much about this particular aspect of the duties of dean although I have been striving in a rather blind way to realize just these objectives which Dean Clark has brought to my attention. I must say that in my contact with a great many graduate deans I have been rather impressed with the fact that the dean has about the same order of intelligence and the same order of business-like precision that you would find in the manager of the Ford Automobile Plant, but I am sure from the ideals and the practical suggestions that Dean Clark has brought to our attention, I am impressed more than ever before with the possibilities of making the dean's job a human one.

The next paper was

PROCEDURE IN PERSONNEL WORK

By DR. C. R. MANN, American Council on Education

I am sure this group is unanimous in desiring to use all of their combined talents in solving this personnel problem. I am sure this meeting has been very helpful in making it clear that all of our arts and sciences are none too much to deal with this very difficult problem. We need the sympathetic and pleasant personal touch. We also need the sober scientific methods and all the other devices we can invent to effectively treat this problem. I am sure you all agree on the fundamental thing we are trying to do, because we recognize that we will get the best effect with young men and women if we can make our efforts appeal to some of their fundamental instincts and I think it is very generally agreed that there are two fundamental instincts that are most powerful in effecting the lives of all of us. One is the instinct for creative work. That appeals directly to the personal and personnel methods in that it is our desire to find out what type of creative work the person is able to do and to arrange situations and conditions that will release his energies in the type of thing he loves to do best. If we do that, we have a live individual who is sufficiently enthusiastic and does a good job. The other is the instinct for recognition of your fellowmen. If a boy's or a girl's fundamental instinct is released in congenial work, they will do a good job and have the satisfaction of winning the respect and approbation of their fellowmen. Therefore both personal and personnel work are efforts on our part to be systematic in viewing this very fundamental problem which is the center and core in the development of human welfare and happiness. I would like to suggest that that applies strictly to our own communities and our own country but it also has a wider significance because if we do that particular job well we are contributing to international good will and to the development of higher standards throughout the world.

Secretary Hoover gave an interesting talk a few weeks ago to a group of associations interested in foreign trade. He pointed out that we Americans are at the present time able to compete in the open markets of the world in manufactured products in spite of the fact that we pay very much higher wages and have a very much higher standard of living, taken as a whole, than any other nation and raised the question—"why is this so?" The answer is—because, first we have been drilling education into the masses of people as well as into the intellectuals enabling workmen to learn improved methods of production and we have improved methods of production to that point where we can pay higher wages and still produce articles at lower prices or at the same prices as produced by other nations under lower wages. His second item accounting for our supremacy in manufactured articles was scientific research in improving products and learning to make a better product with less material and by machine methods. His third item was the item of the reduction of waste, the coöperative efforts developed in the past few years in reducing waste of production by not having too many styles. Therefore, he says, we are competing in markets of the world and supplying foreign nations with a great many articles of comfort and luxury which they couldn't have without our help. Foreign markets go on expanding in proportion as conditions of living improve, and it is the desire of foreign populations to come up to our standards of living. Therefore by these scientific and business methods we are raising the standard of living over the world.

Now there is a large area in this picture of improving our manufacturing processes and raising the standard of living throughout the world which Secretary Hoover did not mention in his speech, and that is the area which deals with the improvement which can be secured through this personnel and personal work with our American people. I think there is every reason to hope and believe that by the development of scientific personnel methods, we can make fully as great, if not greater, contribution to elevating standards of living of the world by getting men to work at things they love to work at and getting men to do the thing they like to do best! There is a real incentive in it and a real pleasure, not just playing with a toy and amusing ourselves, with the transfer of natural science methods into the human field.

The second point I would like to make is that we have used in connection with this process of ours the imagery of manufacturing processes. We speak of the student as the raw material as he comes from the University and the processes we go through with him while in college, and we have done a good deal of thinking in terms of manufacturing processes. I would like to drop the idea that perhaps we would think more clearly and progress more soundly in this matter if we used the imagery of horticulture and agriculture rather than manufacturing terms. If we recognize that the individual is an organism with a destiny determined by his inherent nature, and that it is the function of our educational machinery to find out how that organism can be stimulated to best and most luxuriant plant growth. Now if you observe how the scientific agriculturalist or horticulturalist proceeds, you will notice he has no very large control over the nature of the full grown plant excepting through the very material things of soil, sunshine, moisture, etc., and he produces great results by studying material things by mechanical processes of science and then by using results intelligently he creates material conditions in which the plant can grow and

realize all that is inherent in him. If we use that imagery with reference to the personnel work, we will realize that it is the function of the educational people to study material conditions with objective facts that are available with reference to human beings. In the case of human beings we have the personal relations to take into account but in proportion as we gather facts carefully, both with regard to material and personal elements of the situation and then devote ourselves to the work at hand, will make the best possible progress in this whole matter.

So I would justify this personnel work which seems to many mechanical and material on the ground that it is exactly the sort of study that enables the horticulturalist to produce a beautiful flower.

Now the immediate subject of my brief talk is "Procedure in Personnel Work" and I have observed in attending many meetings of this sort that there seems to be no very definitely recognized major lines of procedure. We have a great many individuals working at various places on individual phases of the problem but they don't seem to relate to one another or to point to any major lines of attack on the problem or of progress, so that for the past eight or ten years there has been a group of us working on the problem of what are the major lines of progress and attack on this personal problem and I believe we will all agree that there are almost *three* major avenues of approach or major operations that must be developed simultaneously if we are going to get results.

I

What are the things that must be done in the world to live well and progress in our methods of living? What is the nature of the world's work? What are the conditions in which human beings have to realize whatever power is in them? This area requires for its satisfactory treatment a careful study of all the things people do in the world and a careful analysis of them. Therefore, one major line of personnel work started that is working forward is the undertaking to get an accurate record of what is actually done by all sorts of people under all sorts of conditions in their daily work and we call that result, such a series of records, job specifications. A great many object to that term as not being sufficiently high-brow for a number of college occupations but I rather like it because it is what we are collecting—job specifications at educational institutions, to write out exactly what every man does. We don't care for any estimates as to kind of personal traits they demand. We only want to know what is done on the job. In order to carry this work forward systematically, we have been in contact with a number of industrial firms to get them to do their share of the work and we are working with the association of medical colleges which is making a study of medical schools at the present time and the committee in charge is securing a record of what doctors actually do and what the doctor's community want doctors to do and from the record we believe we can make an analysis of the requirements to be met by a medical school. If we know what a person has to do, we can determine what treatment he should receive in order to do those things well.

The first large area of personnel procedure, then, is to make a record of things people ought to be able to do and are actually doing. Such a record is fundamental to all personnel procedures which we are trying to develop. I believe in proportion as we get that record complete and accurate we will

make more and more satisfactory progress with our scientific personnel procedures.

II

The second area which is of no less importance is the area of which we hear most about in these personal meetings, viz, the study of qualities of individuals, the analysis of individuals, and the determination of what are the methods of find specific abilities of individuals—what individuals can do or should do and what is necessary to be done in carrying on the world's work. We should always have an analysis of individuals—find out who possesses qualifications to do many jobs that have to be done.

III

I think you have already guessed what the third area is; viz, the technique of the educational institution or the industry which brings those two areas into working relations with one another. We must know what jobs are—what power people have and then contrive machinery and organization for bringing the right person into contact with right work or discovering the kind of work the individual is best qualified to do.

I have a very definite feeling we will make more systematic and steady progress in our personnel if we can relate our activities to one of these three major divisions and if we can survey these three major areas and see what the clues are in areas where we know nothing and about which we need information, and go to work to get it.

What I should like to suggest is the importance of forming a general plan or outline of this whole personnel field and a systematic attempt to develop a coherent program covering various areas simultaneously in a way to make them all pull together to a chief major objective which I stated in the beginning. So far we have succeeded in dealing with the first area and part of the second—that is, with the area of gathering in record of what is being done in the world and we have developed a form of job specifications which satisfies those who are doing the world's work, helps them to make wage scales, and also what are the common requirements in way of skill and information that all people ought to have in order to get along in any particular job.

There was organized in Washington last week by the Commission of Education a Committee whose job it is to take specification from the professions and decide by analysis what information they contain that will be valuable to the schools in building up more effective curricula and more effective handling of the students. We have not yet thought through a program for organizing all of the research work being done in the personnel field. We have a very effective organization at work at that in the Personnel Federation and I am sure one of the major problems of the Personnel Federation is to relate all the research activities that are going on in the personnel field with one another under some general recognized objective which will make them bear more vitally and immediately on the personnel problem. I have talked this over with Mr. Bingham and we have agreed that when we get a coherent plan, we can make more definite progress all together. The last word is financial support. Of course, the keynote or essential factor in all of this development is the steam to keep things going.

We now have some one hundred and twenty research laboratories supported by industrial plants in addition to those at universities and we have a research department to coördinate and stimulate that work and we have scientific men gathering to further develop it. This personnel research work is just coming on the horizon and it has potentialities for improving industrial output which I believe are even greater than those of scientific research.

The last paper on the program was on

THE SELECTION OF ENTERING STUDENTS

DR. K. M. COWDERY, Personnel Director at Stanford University

Point of View. In order to limit this discussion to a definite unit problem, no attempt will be made to go beyond the field of the type of university represented by Stanford. Selection of students for admission to State Universities has been considered on this program. The present paper will deal nearly exclusively with the experience of Stanford University, a privately endowed co-educational institution around whose enrollment certain definite numerical limitations have been fixed.

Definition of Problem. Selection implies a choice between available candidates for admission—a choice, at least theoretically, based upon a prediction of university success (whatever that may be). The prediction, in turn, is based now on what purports to be information as to the candidates' qualifications both innate and those due to training organized and incidental.

"*Entering students*" at Stanford is far from being a term that indicates freshmen. Last year we received for matriculation 1263 students of whom 259 entered with graduate standing from other schools, 339 came as undergraduates with advanced standing from junior colleges, normal school, colleges and universities. The remaining 665 or 53 per cent enrolled as first year undergraduates direct from preparatory schools either by certificate or by way of the College Entrance Board examinations. You will note that, by numbers, at least entering freshmen constitute but half of our admission problem.

Reference has been made to limitations on the population. Co-education does not infer equality in opportunity for admission for the two sexes. Within a few years after the opening of the University, the founder foresaw the growth in demand for the education of women and wrote into the regulations at a vital point (financial support) a clause designed to hold the number of women at a figure that would not more than equal the number of men. The provision was and is that no more than 500 women shall be enrolled at one time in all departments and schools of the University.

No similarly fixed limitation has been placed on the male population. From time to time the Academic Council has modified the regulation on admission of men according to physical and staff accommodations. The admission of men to the status of upper division undergraduate and graduate students is only conditions at present by the meeting of definite minimum requirements by the individual applicants. For lower division entrants (that is, to less than third year standing) seasonal limits have been placed.

To the Autumn quarter, 450 may be admitted; for the Winter and Spring Quarters, 50 each may enroll; 450 may enter the Summer Quarter but only 50 of these may remain for the following term.

A definite set of minimum requirements are set up which may be considered as a first hurdle over which all aspirants for admission must play to be considered as eligible for admission. A second obstacle lies in the path of all lower division candidates and of women. Competition for acceptance into the elect quota still lies before them.

Since this program deals with freshmen problems, detailed consideration of the selection of the more advanced students will not be given.

In spite of fixed limits on lower division, the years since the war have brought steady and accelerating growth to the University. The population of the junior colleges of California has grown 94 per cent in the past three years. The demand for admission in L.D. has grown with the 500 per cent growth in proportion of pop in H.S. of the last 25 years and superimposed above that is an accompanying growth of admirable material who attend junior college nearer home and wish to then enter university training. Our facilities for advanced study will soon be pressed to the limit, calling for either expansion of equipment or added numerical limitations.

Minimum requirement. The first hurdle set in the way of candidates for admission has been a set of minimum requirements, alike for men and women.

To be considered as an applicant a prospective student is, in the first place, required to present scholastic record consisting of the equivalent of fifteen standard high school units all of which must be of "college recommending grade" and two of which must be in English. No other subject minimums have ever been set although maximum limits are more or less closely enforced for various subjects. Stanford has considered that the detail of balance of program among subject groups is primarily a high school problem.

Two deviations from the minimum requirement of 15 recommended units have been permitted within recent years. A candidate may be considered who presents 15 completed units, at least 12 of which are of recommending grade provided that all the work of the last two high school years has been completed with grades, at least, 5 per cent above the recommending lower limit. Within the last two years, with the introduction of the psychological examination into admission procedure, a candidate who has a record of 15 passed units of which not less than 12 are of recommending grade, may be considered provided his psychology test score exceeds the median score of university students.

These minimum requirements have been developed on a "cut and try" basis founded on general observation rather than upon controlled studies. A challenge is presented to seek on a scientific basis the minimum advisable and the optimum number of high school units and the feasible range of flexibility in pattern of high school program that may be considered as adequate preparation for university work.

In addition to the scholastic requirements, our first hurdle calls for the presentation of satisfactory recommendation and rating of personal qualities and traits. Beginning with applicants for the year 1924-25, a passing score on the Thorndike Intelligence Examination for High School Graduates has been added as an item for consideration.

Competitive selection. The second hurdle has been made necessary by the number of qualified individuals seeking admission. For the past few years there have been from 6 to 8 applications for each vacancy among the feminine 500. For the Winter and Spring Quarters of this year, there were ten times as many women candidates as vacancies. Among the men the competition has not been so keen. Last summer a few more than 700 were contending for the 450 available places.

The duty of selection has been placed in the hands of a faculty committee of five members, the Registrar being ex-officio a member and chairman. Their procedure has been modified radically during the present year. Previously and including the admission of students to the Autumn Quarter, 1925, all available information regarding each candidate was summarized in condensed form on uniform blanks, summarized by subjects and grades. Letters of recommendation were abstracted, usually by the full quotation of pertinent paragraphs. Ratings by one or more acquainted parties of personal traits were summarized. Activities, interests and other items reported by candidates were listed. After the authorization of 1923, the score in the Thorndike examination was recorded.

Preferred list candidates whose admission was previously assured (children of faculty and alumni and an old priority list) were withdrawn from the competition and listed as accepted. Each member of the committee was informed as to the remaining number of vacancies and of the number to be accepted in allowing for "shrinkage." Election then took place. If, as would be typical of the women's list, 60 were to be elected, each committee member was instructed to indicate by a figure 1 on an alphabetical list the 60 individuals whom he felt from the information given to be his first choice for acceptance. An equal number of school choices were to be recorded; a similar number of third choice, and so on to the exhaustion of the list (and of the committee members). These members did their rating independently and used their own judgment and opinion in balancing the various types of information.

At the meeting held for final selection, the lists were combined into a score sheet and the 60 with lowest indices were accepted. In case of ties at the division line between acceptance and rejection, further balloting by the same plan was carried on.

Due to certain inherent weaknesses in the system, the committee expressed readiness to consider modifications in procedure based on investigations of the past two years. Carried on previously under the name of statistical analysis and this year as personal research studies have been under way dealing with the elements that have entered into the admission procedure and the possibilities of a more scientifically founded selection.

Summary of Investigations. The types of information regarding prospective students were divided into two classes, the objectively measurable and that which, at least, with present facilities, must be subjectively evaluated. At this point, I shall venture a prediction which may annoy our most mechanistically inclined psychologists, that to make selections acceptable both to candidate and to faculty, we shall never get entirely away from subjective opinions and judgments as a partial basis for choice.

As already reported by W. M. Proctor in *School and Society*, we determine statistically the interrelationships between high school grades, psychological test scores, and university success as measured by grades. Teaming of high school average grade and test score by means of the multiple regression

technique was found to give an appreciably better prediction of university grades than was available from either separately. When tried out with 87 cases which had not entered into the data for determining our equation constants the procedure gave results which in the minds of the committee and the registrar seemed promising. Interpreting predicted university averages in terms of the letter grades used at Stanford (A, B, C and D passing, and E and F failure), the actual class grades received in one quarter, the predicted grades were found to be identical in 83 per cent of cases. The average deviation was less than one-third of the range of a letter grade.

Incidentally, your attention is called to the fact that the best relative weightings for the two factors high school average grade and Thorndike tests score were approximately equal.

In view of these results, the Admission Committee accepted last year the predicted University grade as one of their items of information to be considered in the election of students for the Autumn of 1925.

To date no satisfactory workable objective rating of the personal trait reports and recommendations has been evolved. A subjective basis for evaluation was deemed advisable.

On recommendation of the Registrar and the Personnel Research Director, the committee adopted tentatively, for use in the winter and spring selections, a scheme of combined objective and subjective ratings.

According to the scheme, three factors enter into a final selection index. Two are objectively, one is subjectively rated. The factors are (1) scholastic record, (2) psychological test score, (3) personal qualifications. Ratings for scholastic record are given on a scale from 0 to 3 inclusive; a similar scale is used for psychological test scores. The assignment of scale values to specific grade averages and test scores was determined empirically from the grades and scores of previous applicants. The lowest satisfactory or minimum requirement scores and averages were assigned fractional values slightly above zero; the highest obtained were rated 3; intermediate values were assigned to fit the scale.

As indicated above, the third factor is considered subjectively. Two members of the committee read all the information available (not abstracts or digests) for each candidate and independently assigned ratings on a scale from 0 to 4 inclusive. Average quality candidates are to be rated 2, others relatively, and the use of zero and 4 is urged, but with emphasis on need for approximately equal numbers of extreme values. The subjective score used is the average of the two members' ratings. The final index used in the selection is the sum of three ratings. The resulting scale extends from possible values of 0 to 10 inclusive with fractional values grouped at the nearest whole and half units giving 19 steps on the scale. Note that the maximum possible score on the committee rating is larger than either of the others but smaller than the other two combined. This relationship was not that originally suggested but resulted from committee discussion and a trial of the scheme on sample cases.

With the indices tabulated, it is a comparatively simple task to make up a list of clearly superior and clearly inferior candidates. The groups receiving the rating which contains the necessary division line is considered on the old basis. All members read every bit of information and ballot for the acceptable candidates.

Progressive Changes in Admission Procedure. Five steps in the evolution of Stanford's admission procedure have been described or implied (1) admission of all with minimum requirements, (2) elective selection on basis of scholarship and personal recommendations where numerical limitations were reached, (3) the addition of psychological test score to information used, (4) regression equation prediction added, and now (5) selection based on combined objective scoring and subjective rating.

Apparent Results. In past years the proportion of the student body annually subjected to scholarship action in the form of probation or disqualification has amounted to 25 per cent with but slight variation. In 1924-25 with keener competition and the introduction of the use of psychological test score, the amount of scholarship discipline was reduced 13.5 per cent. Also the proportion of "mortality" between the first and second years for the class of 1928 was 32.6 per cent compared with 47.3 per cent for the class three years before, an improvement of 14.7 per cent.

Our only information as to the results of the latest method comes from the grade reports on a comparatively small group. Forty-eight undergraduate men were admitted in the Winter Quarter. Their admission rating varied from 5.0 to 9.5 inclusive. A positive relation seems to exist between average grades and previous ratings. Of those with ratings of 7.5 and higher, 75 per cent received average grades of C or higher. Of those with ratings of 7 and lower, only 53.6 per cent average C or above. How much smaller the proportion of relative success would have been for those rejected on account of ratings below 5.0, we can only infer from previous experience.

The committee were sufficiently impressed with the method and tentative results to adopt the scheme again for the large selection now taking place in drawing up the accepted lists for the opening of the coming year.

In conclusion and summary:

The Outstanding Weak Points in Selection Processes seem to be:

1. Lack of an adequate definition and consequent practical measure of university or college success. We recognize in our educational objectives that scholarship alone is not the end to be gained nor the sole measure of the degree of attainment of that end;
2. Lack of empirical data to indicate whether or not a definite number of recommended high school units is preferable to a fixed average high school grade as a minimum scholarship requirement, (Stanford's Admission Committee is making certain recommendations as to changes in minimum requirements which will permit investigation of this problem);
3. Need for improvement in organization of scholastic aptitude tests;
4. Lack of methods which will produce honest, uninflated and comparable information as to personality traits, athletic accomplishments and social achievement; and
5. A consequent inability to properly weigh subjective factors in selective consideration.

Summary of Progress. Scientifically obtained data have been organized, tested experimentally and applied practically with results which, at least, tentatively seem to be an improvement over past methods which involved remarkably sound interpretation of relatively unorganized observation. The most satisfactory basis for selection of new students so far evolved at Stanford makes use of a combination of the relatively new objective psychological methods, standard educational practice and sound personal judgment. We

shall be pleased to have this experience corroborated or qualified by the use of similar schemes under comparable conditions.

After a brief discussion of Dr. Cowdery's paper the Conference unanimously and enthusiastically expressed the appreciation of Minnesota's hospitality, of Dean Nicholson's rare charm as a host and adjourned to meet a year hence in Atlanta. Thus was concluded the largest gathering held so far by this group.

In the afternoon some members rode about the twin-cities, some embarked on week-end fishing trips, and others caught the next train.

Respectfully submitted,

FRANCIS F. BRADSHAW, *Secretary.*

APPENDIX

- A. Roster of those in attendance.
- B. Mailing list of the Conference Secretary.
- C. Summary of most recent seven of the nine previous meetings of this
Conference (Minutes were not printed for the first two years).
- D. Statement concerning the present status of Theta Nu Epsilon.
- E. Functions of Dean of Men at Purdue University.

APPENDIX A

Name	Title	Institution	State	Fraternity	Number Men Students
Bursley, J. A.	Dean of Students	U. of Michigan	Mich.		7,500
Graber, M. E.	" " "	Morningside	Ia.		300
Coulter, S. J.	" " Men	Purdue Univ.	Ind.	B.T.P.	2,876
Ripley, G. E.	" " "	U. of Ark.	Ark.		1,100
Hamilton, J. M.	" " "	Mont. St. Col.	Mont.	Sig. Chi.	750
Priest, A. R.	Sec'y. P.D.T.	Detroit	Mich.	P.D.T.	
Heckel, A. K.	Dean of Men	U. of Mo.	Mo.	A.T.O.	2,500
Clark, T. A.	" " "	U. of Ill.	Ill.	A.T.O.	7,500
Hart, C. D.	Welfare of Men	Syracuse U.	N. Y.	B.T.P.	3,000
Worcester, P. G.	Dean of Men	U. of Colo.	Colo.	D.T.D.	1,650
Nicol, C. W.	" " "	Oberlin	Ohio.	B.T.P.	625
Armstrong, J. W.	" " "	N.W. Univ.	Ill.	Wrangler	1,200
Hormell, W. G.	" " "	Ohio Wesleyan	Ohio.	D.T.D.	850
Richmond, J. L.	" " "	U. of City of Toledo	Ohio.	D.U.	450
Bradshaw, F. F.	" " "	U. of N. C.	N. C.		2,400
Dubach, U. G.	" " "	Ore. Ag. Col.	Ore.	S.P.E.	2,400
Field, Floyd	" " "	Ga. Tech.	Ga.	Th X	1,900
Duncan, D. Shaw	Assoc. Dean	U. of Denver	Colo.	B.T.P.	1,700
Harrison, W. D.	Dean of Men	U. of Pittsburgh, Pa.	Pa.	S.A.E.	7,000
Alderman, W. E.	" " "	Beloit College	Wis.		350
Rivenburg, R. H.	Dean	Bucknell Univ.	Pa.	Phi Gamma Delta	750
Wiley, E. J.	Dean	Middlebury College	Vt.	A.S.P.	315
Hanchett, D. S.	Dean of Men	Antioch College	Ohio.	P.K.P.	450
Goodnight, S. H.	" " "	Univ. of Wis.	Wis.	K.S.	5,000
Walker, Dean H.	" " "	Univ. of Ore.	Ore.	S.N.	1,500
Melcher, C. R.	" " "	Univ. of Ky.	Ky.	D.T.D.	1,500
Culver, G. B.	" " "	Stanford	Cal.	D.U.	2,500
Kremers, Harry	" " "	Coe College	Ia.	Phi Kappa Tau	477
Prather, E. O.	" " "	S. D. State	S. D.		600
McCreery, O. C.	" " "	Drake Univ.	Ia.	A.T.O.	800
Vance, J. M.	" " "	College of Wooster	Ohio.		375
Foster, J. E.	" " "	Ia. State College	Ia.	Th Xi	3,750
Reed, L. I.	" " "	Ia. State Teachers	Ia.		1,200
McLean, M. D.	Graduate Student	Univ. of Chicago	Ill.	Th X	
Moore, V. I.	Dean of Men	Univ. of Texas	Texas.	Kappa Sigma	3,200
Dawson, F. M.	Men Stud. Adviser	Univ. of Kansas	Kan.		2,700
Dyer, J. R.	Dean of Men	Univ. of Kansas	Kan.		
Phelan, John	Dean of College	Michigan State	Mich.	Kap. E.	
Thompson, J. J.	Dean of Men	St. Olaf College	Minn.		675
Morrill, M. A.	" " "	Hamline Univ.	Minn.		
Meade, Jos. T.	" " "	Cornell College	Ia.		350
Findlay, J. F.	" " "	Grinnell College	Ia.		350
Vander Velde, J. G.	" " "	State Teachers Coll.	Minn.		150
Achilles, H. L.	Instr. in Bible	Union College	N. Y.		
Nicholson, E. E.	Dean Stud. Affairs	Univ. of Minn.	Minn.	B.T.P.	7,000
Williams, Vernon	Asst. Dean Stud. Affairs	Univ. of Minn.	Minn.	Sig ma Nu	

APPENDIX B

B. F. Ache, Adviser to Students, University of Pittsburgh.
H. L. Achilles, Instructor in Bible, Union College.
Maxwell Adams, Dean, University of Nevada.
W. E. Alderman, Dean, Beloit College.
C. M. Allen, Dean of Men, Oklahoma City University.
J. S. Ames, Dean of the College, Johns Hopkins University.
H. H. Armsby, Registrar and Student Advisor, Missouri School of Mines.
J. W. Armstrong, Dean of Men, Northwestern University.
C. E. Ashcraft, Dean of Men, York College.
C. H. Barnwell, Dean, University of Alabama.
A. C. Baugher, Dean of Men, Elizabethtown College.
John N. Bennett, Dean of Men, Drury College.
A. O. Boatruan, Dean of Men, Carthage College.
O. F. Boyd, Dean of Men, Wilmington College.
W. B. Boyd, Dean of Men, Milligan College.
Francis F. Bradshaw, Dean of Students, University of North Carolina.
E. E. Brandon, Dean College Liberal Arts, Miami University.
W. R. Browell, Dean of Freshmen, Brown University.
D. B. Bryan, Dean, Wake Forest College.
Joseph A. Bursley, Dean of Students, University of Michigan.
H. D. Campbell, Dean, Washington and Lee University.
T. A. Clark, Dean of Men, University of Illinois.
Robert G. Cleland, Dean of Men, Occidental College.
E. L. Cloyd, Dean of Students, North Carolina State College.
George L. Collie, Dean of Men, Beloit College.
F. H. Cowles, ———, Wabash College.
A. J. Culler, Dean of Men, Hiram College.
George B. Culver, Dean of Men, Stanford University.
R. N. Daniel, Dean, Furman University.
F. M. Dawson, Student Adviser, University of Kansas.
A. E. Day, Dean of Men, Texas Christian University.
John W. Dickman, Dean of Men, Upper Iowa University.
Franklin G. Dill, Dean, University of Tulsa.
Roy Dimmitt, Dir. Student Activities, Alabama Polytechnic Institute.
Louis H. Dirks, Dean of Men, DePauw University.
W. W. Dowdy, Dean of Men, Shaw University.
H. G. Doyle, ———, George Washington University.
James Driver, Dean of Men, University of South Carolina.
U. G. Dubach, Dean of Men, Oregon Agri. College.
D. Shaw Duncan, Associate Dean, University of Denver.
G. F. Dunkleberger, Dean of Men, Waynesburg College.
John R. Dyer, Dean of Men, University of Kansas.
C. E. Edmondson, Dean of Men, Indiana University.
E. H. Emerson, Dean of Men, Pacific Union College.
Carl C. Engberg, Dean of Men, University of Nebraska.
Fred L. Farley, Dean of Men, College of the Pacific.

W. H. Faulkner, ———, University of West Virginia.
 Floyd Field, Dean of Men, Georgia School of Technology.
 J. F. Findlay, Dean of Men, Grinnell College.
 H. Fishburn, Asst. Dean of Men, Pennsylvania State College.
 M. L. Fisher, Dean of Men, Purdue University.
 Peter Forrestel, Prefect of Discipline, St. Edward's College.
 J. E. Foster, Dean of Men, Iowa State College.
 Arthur S. Gale, Dean of Freshmen, University of Rochester.
 F. P. Gaines, Counsellor of Freshmen, Furman University.
 C. F. F. Garis, Dean of Students, Union College.
 C. Gauss, Dean of Freshmen, Princeton University.
 Otto George, Dean of Men, Spokane College.
 C. H. Gillespie, Dean, Palmer College.
 Jas. A. Goggin, Dean of Discipline, Columbus College.
 S. H. Goodnight, Dean of Men, University of Wisconsin.
 J. E. Gould, Dean of Men, University of Washington.
 Myron E. Graber, Dean of Men, Morningside College.
 J. M. Hamilton, Dean of Men, Montana State College.
 D. S. Hanchett, Dean of Men, Antioch College.
 C. D. Hart, Welfare of Men, Syracuse University.
 W. D. Harrison, Dean of Men, University of Pittsburg.
 Paul V. Hatch, Chaplain, Little Rock College.
 Albert K. Heckel, Dean of Men, University of Missouri.
 H. J. Herring, Asst. Dean, Duke University.
 C. B. Hershey, Dean of Men, Colorado College.
 Albert G. Heyhoe, Dean of Men, Doane University.
 Frank S. Hickman, Dean of Men, Hamlin University.
 Joel H. Hildebrand, Dean of Men, University of California.
 Charles Hoeing, Dean of College, University of Rochester.
 A. L. Hook, Dean of Men, Elon College.
 William G. Hormell, Dean of Men, Ohio Wesleyan University.
 Richard H. Jesse, Dean of Men, University of Montana.
 J. A. Johnson, Dean of Men, Augustana College.
 S. Arthur Johnson, ———, Colorado Agri. College.
 George F. Keith, Dean of Men, University of Detroit.
 H. A. Kelsey, Vice President, Muskingum College.
 A. H. King, Dean of Men, Kansas Wesleyan University.
 E. S. Kiracofe, Dean of Men, Bridgewater College.
 Harry Kremers, Dean of Men, Coe College.
 Harry W. Lendall, Dean of Students, Rutgers College.
 W. G. Leutner, Dean, Western Reserve University.
 G. R. McArthur, ———, Huron College.
 J. Clarence McClary, Supervisor of Discipline, Seton Hall College.
 O. C. McCreery, Dean of Men, Drake University.
 M. D. McLean, Graduate Students, University of Chicago.
 Felix M. Massey, Dean of Men, University of Tennessee.
 Joseph T. Meade, Dean of Men, Cornell College.
 C. R. Melcher, Dean of Men, University of Kentucky.
 J. Hartley Merrick, Vice-provost, University of Pennsylvania.
 Ross Miller, Dean of Men, Wittenberg College.

Clyde Milner, Dean of Men, Earlham College.
 R. E. Mohler, Dean of Men, McPherson College.
 V. I. Moore, Dean of Men, University of Texas.
 W. W. Myers, Dean of Men, Northwest Nazarene College.
 Phillips Nash, Dean, Antioch College.
 A. T. Newlin, Dean of Men, Guilford College.
 W. E. Nichol, Dean of College, Pomona College.
 E. E. Nicholson, Dean of Student Affairs, University of Minnesota.
 C. W. Nicol, Dean of Men, Oberlin College.
 John Nystul, Dean of Men, Concordia College.
 L. A. Offutt, Dean of Men, Simmons University.
 J. C. Ora, ———, Emory and Henry College.
 Jas. N. Owens, Supervisor of Men's Hall, Oklahoma Baptist University.
 E. L. Parks, Dean of Men, Howard University.
 Franklin C. Paschal, Dean of Men, University of Arizona.
 John Phelan, Dean of College, Michigan State.
 H. W. Pietenpol, Dean, Central College.
 Fred E. Pomeroy, Dean of Men, Bates College.
 P. L. Powell, Dean of Men, Franklin College.
 E. C. Prather, Dean of Men, South Dakota State College.
 D. B. Prentice, Dean, Lafayette College.
 Henry F. Price, Dean of Men, Pacific University.
 W. L. Prince, Dean, University of Richmond.
 J. W. Putnam, ———, Butler College.
 Lawrence A. Quinn, Chairman Student Affairs, University of North Dakota.
 Otis E. Randall, Dean of University, Brown University.
 L. I. Reed, Dean of Men, Iowa State Teachers College.
 J. L. Richmond, Dean of Men, University of City of Toledo.
 Robert Rienow, Dean of Men, University of Iowa.
 G. E. Ripley, Dean of Men, University of Arkansas.
 R. H. Rivenburg, Dean, Bucknell University.
 Charles J. Robinson, Dean of Men, Des Moines University.
 C. F. Ross, Dean of Men, Alleghany College.
 J. Peterson Ryder, Adviser to Men, Drexel Institute.
 C. M. Sarratt, Dean of Students, Vanderbilt University.
 H. C. Scharpoff, Dean of Men, Columbia College.
 C. J. Sembower, Dean of Men, University of Indiana.
 J. K. Shellenberger, Dean of Men, Cotner University.
 Charles A. Shuetz, Dean of Men, Creighton University.
 L. S. Shumaker, Dean of Men, Linfield College.
 C. M. Snelling, Dean, University of Georgia.
 Justus F. Soule, Dean of Men, University of Wyoming.
 E. J. Sox, Dean of Students, Lenoir-Rhyne College.
 Frank C. Spencer, Dean of Men, Olivet College.
 C. T. Steimle, Registrar and Dean of Men, Michigan State Normal.
 John Straub, Dean of Men, University of Oregon.
 H. E. Stone, Dean of Men, University of West Virginia.
 C. M. Strong, Monitor of Boy's Dormitory, Grand Island College.
 J. Jorgen Thompson, Dean of Men, St. Olaf College.
 Perley L. Thorne, Assistant Dean, New York University.

J. M. Vance, Dean of Men, College of Wooster.
 J. G. Vander Velde, Dean of Men, Minnesota State Teachers College.
 I. W. Wagenman, Dean of Men, Blue Ridge College.
 M. J. Wagner, Inspector of Men's Dormitory, Dr. Martin Luther College.
 F. B. Wahr, Assistant Dean of Students, University of Michigan.
 Dean H. Walker, Dean of Men, University of Oregon.
 W. H. Wannamaker, Dean, Duke University.
 Arthur R. Warnock, Dean of Men, Pennsylvania State College.
 Frederick Warren, Jr., Dean of Men, Western Maryland College.
 Carl P. Waugh, Dean, University Southern California.
 Edgar J. Wiley, Dean of Men, Middlebury College.
 J. E. Williams, Dean, Virginia Polytechnic Institute.
 Vernon Williams, Asst. Dean Student Affairs, University of Minnesota.
 C. M. Woodward, Dean of Men, Emory University.
 P. G. Worcester, Dean of Men, University of Colorado.
 A. C. Zumbrunnen, ———, Southern Methodist University.

APPENDIX C

SUMMARY OF PREVIOUS MEETINGS

Since so many of those now attending this Conference have recently joined, it has occurred to the secretary that a summary account of previous meetings might be of interest to many receiving these minutes.

The first meeting, held during the spring of 1919, was result of initiative of the "Big Ten" deans and attendance was small.

At the third meeting held in Iowa in 1921, there were sixteen in attendance and for the first time the secretary, Dean Goodnight, was instructed to print and distribute the minutes. From this and succeeding reports of minutes the following summaries are taken:

STATISTICAL TABULATIONS

Meeting	Present	Words in Minutes	Place	President	Secretary
3rd	16	6,000	Iowa.....	T. A. Clark.....	S. H. Goodnight
4th	20	12,500	Kentucky.....	Nicholson.....	S. H. Goodnight
5th	17	12,020	Purdue.....	Coulter.....	Nicholson
6th	29	30,100	Michigan.....	Bursley.....	Nicholson
7th	31	46,000	North Carolina...	Rienow.....	Bradshaw
8th	46	50,000	Minnesota.....	Melcher.....	Bradshaw

The following lists indicate the topics that have appeared on the minutes most prominently during the six sessions:

THIRD MEETING

1. Student Government.
2. Fraternities.
3. Scholarship Reports.
4. Regulation of Social Life.
5. Student Health.
6. Absences.
7. Auditing accounts of Student Organizations.

FOURTH MEETING

1. Theta Nu Epsilon.
2. Helping the Freshman.
3. Price of Dance Orchestras.
4. Bad Checks.
5. History, Development and the Duties of the Office.

FIFTH MEETING

1. Personal Work of Dean.
2. Fraternity Discipline.
3. Limitation of Extra Curricula Activities.
4. Control of Accounts of Student Organizations.

5. Should a Student Choose His Course at the beginning or close of the Freshman Year?
6. The Anti-Fraternity Campaign.
7. The Responsibility of the University for the Control of the Moral and Social Life of the Students.
8. Rooming House Problems.
9. Guidance Activities in American Colleges and Universities.

SIXTH MEETING

1. What are typical functions?
2. How can a dean come into closer personal contact with a large body of students?
3. Personal work and vocational guidance.
4. How can students be stimulated to greater and more intelligent interest in problems of the day?
5. Relation of the General and Professional Fraternity to the University.
6. What should be ultimate aims:
 - Scholarship requirements for pledging and initiation.
 - Eligibility requirements for extra-curricula activities.
 - Student Government, its character and extent.

SEVENTH MEETING

1. Fraternities.
2. Sophomore pledging.
3. Study of prevalence of the office of the Dean of Men, and its functions.
4. Extra-curricular activities.
5. Uniform method of reporting fraternity scholastic rank.
6. Student morality.
7. Dormitories.
8. Class scraps.
9. College spirit.
10. Rooming house inspection.
11. Bad checks.
12. Automobiles.

EIGHTH MEETING

1. Fraternity housing, pledging and scholarship.
2. Student government and welfare; sex, social, education, religious agencies.
3. Relationships of the dean's office.
4. Social life of unorganized students.
5. Freshman problems: freshman week, selection of students, college placement examinations.
6. Personnel Bureau and Dean's Office.
7. Procedure in Personnel work.
8. Liquor Problems.
9. Student Loans.
10. Maintaining personal contact in large Institutions.

APPENDIX D

THE NEW THETA NU EPSILON IS NOW A GENERAL ACADEMIC FRATERNITY

Several years of persistent endeavor upon the part of the officers of Theta Nu Epsilon Society have finally resulted in bringing the organization into a complete open status. The sub rosa chapters are no longer sanctioned, and have been suspended by the Grand Council.

The reorganization of Theta Nu Epsilon from an inter-fraternity group into a general fraternity has been accomplished because of the splendid coöperation of the Inter-fraternity Conference Committee of which Dean Thomas Arkle Clark was Chairman. These negotiations have been in progress since 1922, and Dean Clark has at all times assisted our Grand Council in giving timely aid when we were encountering many problems coupled with our reorganization work. The purpose of the Inter-fraternity Conference in encouraging Theta Nu Epsilon to become a general fraternity was to do away with dual membership and sub rosa activities. Therefore, today we are now functioning as any other general fraternity, and no student can be initiated into Theta Nu Epsilon who is a member of or pledge to any other general fraternity.

Petitions for new charters will not be considered unless the petitioning group functions as an open general fraternity with exclusive membership, conducts a fraternity home, and is making plans to acquire a permanent fraternity home of its own.

The chapter roll consists of thirteen chapters, and although some of the chapters are located in professional schools, negotiations are under way for all except one of these schools to affiliate with universities which will broaden the field for these chapters.

The members of 95 per cent of the sub rosa chapters coöperated heartily with the Grand Council in bringing about a 100 per cent open organization. These fellows manifested real, true sportsmanship in giving up their charters for the purpose of having Theta Nu Epsilon recognized as an open organization.

When it was first proposed to change Theta Nu Epsilon into a general fraternity, the suggestion met with considerable opposition but after it was clearly shown that this society could never develop constructively and retain the interest of the alumni members as a sub rosa organization, it was decided for the good of the society that the only course to follow was to become an open general fraternity.

Another reason why it was necessary for Theta Nu Epsilon to become a complete open organization was the uncontrolled and unregulated activity of a large number of clandestine groups which far exceeded the number of bona fide chapters, and were responsible for ninety per cent of the criticism heaped upon the organization.

With the open policy of Theta Nu Epsilon now completely established, it will not be difficult for Greek letter men or college authorities to ascertain where Theta Nu Epsilon chapters are located. In any case, where an alleged chapter of Theta Nu Epsilon is supposed to be functioning and the school

is not listed on our chapter roll, then the alleged chapter is a clandestine one and has not the sanction of the Grand Council.

Several fraternity jewelers will persist in selling unofficial pins to bogus members, and it is hoped that the Greek letter men will look upon these clandestine groups just as they would upon pretenders of any other fraternal organization.

In accordance with the constitution of the Society, the Grand Council is empowered to grant petitions and the present expansion policy of the Grand Council is liberal. We have no prejudices against smaller colleges, but petitions will be encouraged only from schools that include the general academic courses in the curriculum. The Grand Council is satisfied to permit the problem of expansion to take care of itself, and have the initiative come from the petitioning groups.

During the coming school year we shall emphasize the need for all of our chapters to secure fraternity homes. We have no doubt of the future success of Theta Nu Epsilon as a strong general national fraternity.

During the reorganization period we deemed it advisable to concentrate our efforts on making the organization a complete open society in preference to expanding into new fields.

Now that sub rosa chapters are no longer on our list, and coupled with our listing in Banta's Greek Exchange, it is only natural to assume that local groups at many schools will consider it advisable to petition Theta Nu Epsilon because of its age, large list of alumni members, and a strong chapter roll of open groups.

We hope the college authorities will become fully informed about our new policy, and we only ask for an opportunity to present the actual facts before any group is discouraged or prohibited from petitioning our society because of the previous policy of Theta Nu Epsilon. Our reorganization work has been carried on in an open and above board manner, and we ask in return the confidence of the school authorities relative to the expansion of Theta Nu Epsilon as an open general national fraternity.

Coming back to the problem of clandestine activity, we fully realize that there are many clandestine groups functioning at the present time, especially in the Middle West, Southwest and on the Pacific coast. We are carrying on an active campaign against these clandestine chapters, and one of the most effective agencies is the coöperation of the Inter-fraternity Conference in discouraging fraternity jewelers from selling our pins to any person without the authority of the Grand Council of Theta Nu Epsilon.

We have found that the most effective method to stamp out a clandestine group that alleges membership in Theta Nu Epsilon, is to encourage a local group on that campus to petition our Grand Council for a charter to conduct a chapter as an open group with exclusive membership. Some may think that the petitioning group would be handicapped because of the previous history of Theta Nu Epsilon, and in one school a group was discouraged on account of that fact. In the past two years we have installed four chapters on the open basis and our chapters are now functioning at the following schools:

University of California
Union College, Schenectady, N. Y.
Jefferson Medical College
University of Maryland

Rensselaer Polytechnic Institute
Stevens Institute of Technology
Marquette University
New York University
University of Louisville
Ohio Northern University
Kansas City Western Dental College
Harvard University
University of Buffalo

During the past two years we have suspended over thirty of our bona fide sub rosa chapters. Although the majority of these chapters willingly disbanded, some of the members were disgruntled over the new policy of the Society as a general fraternity which resulted in automatically forcing the sub rosa chapters to cease functioning. These with a few clandestine members have tried to band themselves together for the purpose of forming a new organization. We are not in the least concerned about these former members because we are firmly established as an open organization and will never recede from our present position as an open general fraternity.

In behalf of the Grand Council of Theta Nu Epsilon permit me to ask you, as the head of student activities of your respective institutions, to cooperate with us in the matter of consistent expansion of this Society as a general fraternity. Several members of the Inter-fraternity Conference have voluntarily stated that the reorganization of Theta Nu Epsilon has been one of the most difficult tasks performed in the Greek letter world. This is due to many complications and diverse policies within our own organization added to the strong and united indictment of the Greek letter and college world against us.

We have accomplished our objective simply because the national officers of this society were imbued with the spirit of enthusiasm to make Theta Nu Epsilon a desirable factor in collegiate life. Our President, John T. Madden, is the Dean of the School of Commerce, New York University, and our Vice President, Dr. Thomas J. Smull, is the former Dean of the College of Engineering and now Executive Secretary of Ohio Northern University, Ada, Ohio. As for myself, I have been engaged for fifteen years prior to 1923 in social work specializing with the under-privileged boy. The experience of these officers should be sufficient to convince any dean that the Grand Council is sincere in making this organization an effective general fraternity no longer to be the target of criticism from any source whatsoever.

Many Deans with whom we have corresponded are willing to cooperate in this movement, and at this time we wish to thank those of you who have so effectively assisted us in such a broad minded manner. We assure you as gentlemen to do all in our power to continue our work and to see to it that the members of all our chapters will comply in every respect to the rules and regulations of your institutions.

Permit me to quote a letter in regard to our expansion written by Mr. George A. Banta, a leading member of the Inter-fraternity Conference, and a man who has devoted the greater portion of his life to the betterment of fraternities:

My dear Mr. Blank:

I have your favor of May 2 and note that the local which you represent, but which you have forgotten to name, is considering the advisability of petitioning Theta Nu Epsilon for a charter and that you find yourself lacking information.

So far as I can give you any light, I am glad to do it and rejoice at the opportunity.

I have been observing the course of Theta Nu Epsilon for something over ten years. Probably twelve years ago there arose in the organization a group of men who felt that as it was then conducted it demanded a great change in its plan and purpose. There rallied to this group as the years went on many serious thinking men, with the result that they became dominant and took over the organization. They declared their purpose to abandon its previous plan of operating a irresponsible sophomore society and to put it on the basis of a general national fraternity. Their course met the approval of the general fraternities and they finally reached the point where the Inter-fraternity Conference in New York declared its confidence in the organization and that it merited the good favor and general support of the other fraternities.

They are now entirely upon the same basis as any of our fraternities. They have a complete organization with a list of chapters which are functioning exactly as are the chapters of any general fraternity. Their officers are a hardworking, serious group of men who are devoted to their organization and are accomplishing things.

It is my firm conviction that you will make no mistake if you petition them and join in the work of upbuilding Theta Nu Epsilon. It has a very positive future before it of a desirable sort and I very strongly advise you to approach them at once.

I should be exceedingly glad to hear from you further and if there is any specific thing which you would like to have me speak of I will be prompt in answering.

Please be assured that we are not over-anxious to expand unduly, but we believe a wise and discriminating expansion policy is the proper course to pursue, and in order to stamp out the last fragment of an organization that was generally understood to emphasize political and convivial activities, we ask you to appreciate our unusual problems and continue your faith in our Grand Council for a successful upbuilding of a general fraternity from what was once an inter-fraternity sub rosa organization.

We shall be pleased to submit to any dean or school authority, information concerning our Ritual, Constitution, and procedure of conducting our organization.

We frankly admit that we as yet have some problems to solve, but with your coöperation these problems will be a matter of past history within a short time.

Respectfully submitted,

PERRY O. POWELL,

Executive Secretary,

Grand Council of Theta Nu Epsilon Society.

APPENDIX E

FUNCTIONS OF THE DEAN OF MEN, PURDUE UNIVERSITY

Upon the creation of this office, it was the intention that the Dean of Men should be the moral and intellectual advisor of the men students of the University, in a certain sense, he was to be a liaison officer between the students and the Faculty. He was to enter into the life of the students as intimately and sympathetically as possible giving to them a human instead of an official contact. While this remains his principal function, various other matters have been added until at present the office of the Dean of Men is to a very large extent a clerical office maintaining records for the general information of the President and the Faculty. The duties may be specified as follows:

1. *Absences*—All absences are excused by the Dean of Men except such as are issued through the Health Service by one of the University Physicians. These latter, however, must bear the signature of the Dean. These two series of excuses are kept in separate files.

2. *Groups of Absences*—This includes absences requested by members of the Instructional Staff, the Athletic Department, the managers of University organizations, together with official inspection trips which are set out in the catalogue. In issuing these permits, the Dean of Men must take into account scholastic standing of each student involved. The heads under which such groups fall are:

1. Assigned Inspection Trips
2. Special Inspection Trips
3. Absence for Thesis work
4. Athletic Teams
5. Debating Teams
6. Clubs, dramatic, musical, etc.

Separate files are kept for these groups. When the permits are issued, duplicate copies must be sent to the Instructors involved. Where the groups are small, individual excuses may be issued. Where the groups are large, mimeographed copies are made.

3. *Social Functions*—No social functions are permitted except upon the express approval of the Dean of Men or the Dean of Women. The Dean of Men issues permits for all such functions (no more than four for any organization). In issuing this permit, there is involved the approval of the budget. The approval of the place, the approval of the hours and the approval of the chaperones. Permits of this type include practically all fraternity dances.

All University functions such as the Military Ball, Junior Prom, Sweater Hop, etc., are subject to approval as to place, hours, and chaperones of the Dean of Men.

All special functions, such as May Day, Freshman Cap Burning, etc. require the approval of the Dean or Men as to date, hours, program, and budget.

4. *Discipline*—All disciplinary recommendations except those involving dishonesty in class work or examinations are made by the Dean of Men. He has power to act except in cases involving dismissal from the University.

In practice, all cases are reported to the Executive Committee for their information. As the Executive Committee meets weekly, this does not slow up matters materially. In emergency cases, the Dean assumes the responsibility and enforces the penalty, reporting later to the Committee. It is the practice to take no disciplinary action in the case of any student until after consultation with the Head of the School in which he is registered.

5. *Student Organization*—1. The Dean of Men is expected to keep a complete file of all Student Organizations of whatever character including a list of members except where they exceed fifty or more and a complete list of officers.

2. He also keeps a record of permanent student committees such as Student Council, Junior Prom Committee, Home Coming, Dads' Day, etc.

3. A register of all persons holding official positions on any student publication or in any student enterprise.

4. Classification under the Point System to determine the eligibility of students for candidacy for University offices.

It is expected that these records shall be kept up to date and in such shape as to give immediate information to the President or the Faculty upon call.

6. *Fraternities*—The Dean of Men has the general supervision of all Fraternities. He approves all house rules, he maintains a complete and up to date list of officers, a complete and up to date roster of members, the scholastic record of each member of each Fraternity to determine status as to social privileges. General supervision of conduct of houses and also their physical condition. He writes to the President of each organization at the beginning of each semester, a personal letter of congratulation containing suggestions as to problems of importance which deserve the attention of the various Fraternities. The same points are covered in the case of larger rooming houses.

7. *New Organizations*—It is the duty of the Dean to examine into all applications for the formation of new fraternities, clubs or other organizations and recommend suitable action under the rules to the Executive Committee. This investigation involves:

1. Purpose of the proposed organization.
2. Its record in other institutions (if National).
3. The character of the petitioners as to scholarship, attention to duty, character and conduct.

8. The Dean of Men acts as Arbiter in disputes between students and rooming house keepers, merchants and other touching any financial matters. He also collects fines for the Library and enforces its rules when the Library officials are unable to secure results. This function of the Dean is in many ways the most unpleasant and the most unsatisfactory work which falls to his lot.

9. *Necrology*.—The Dean of Men also is expected to keep a Necrology Record and have the same in proper shape for the Memorial Day Exercises which are held by the University.

Each year he is expected to file with the President a record of students whose parents have been connected with the University in former years. It is expected that this shall be especially accurate in the case of members of the Senior Class.

He maintains in his office, a record of all male students giving their School, Class, local address, home address, and name of parent or guardian. These cards come to his office as a part of the registration procedure.

The Dean of Men has on file in his office a record of student standing including both the semester and mid-semester delinquencies. There is also kept a probation record showing what students are on probation because of conduct, of absences, of scholarship or for miscellaneous causes.

10. *Automobiles*—The Dean of Men is charged with the issuance of permits for the use of automobiles by students. He furnishes to the Heads of Departments and to the campus officials duplicate lists of the permits issued. He renews the permits when the licenses expire so that it amounts to a dual issuing of permits. He is charged with the duty of enforcement of penalties for the violation of permits. He is also expected to make a careful investigation and report in case of accidents in which students are involved. Prior to the beginning of the University year, a letter is sent to the parents of all applicants notifying them of the regulation of the University governing the use of automobiles.

11. *Student Self-government*—To keep in close and sympathetic touch with these Student Committees in order that he may suggest worth-while problems for their consideration and by indirection, at least, to indicate ways in which these problems might be solved. This work has not been very effective since such groups as a rule lack the persistence necessary for securing data and the intellectual balance to suggest workable remedies.

12. *Lost and Found Articles*—The Office of the Dean of Men serves as a clearing house for lost and found articles. When lost articles are brought in, they bear names and a letter is written notifying the person to call. If articles are reported as lost, a full description is taken and filed. This involves a very large amount of detail work which evidently was charged to the office of the Dean of Men for no reason except that no other office would care for it.

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